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INFLUENCE OF SOCIAL CLASS ON CHILDREN'S

PERCEPTION OF TEACHERS

by

Kathleen Thomas McDonald

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Family and Child Development

Approved:

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Major Professor

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Committee Member

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Committee Member

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Committee Member

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Dean of Graduate Studies

UTAH STATE UNIVERSITY  
Logan, Utah

1972

## ACKNOWLEDGMENTS

I would like to express my appreciation to Dr. Don C. Carter for his many hours of encouragement and help in developing and pursuing this study.

I would also like to thank Dr. E. Malcom Allred, Dr. Carroll Lambert, and Jane Mecham for their helpful suggestions and cooperation.

I would like to also thank the Ogden City School Administration for their cooperation in allowing me access to Jefferson Elementary School and Horace Mann Elementary School.

Any others who contributed to the development of this study, such as the students, teachers, and principals of the two Ogden schools, I also wish to recognize their help and cooperation.

Finally, to my husband, Jim, I thank him for his patience, help, and support in fulfilling this assignment, and extend to him a gratitude hard to express.

Kathleen Thomas McDonald

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ABSTRACT

Influence of Social Class on Children's Perception of Teachers

by

Kathleen Thomas McDonald, Master of Science

Utah State University, 1972

Major Professor: Dr. Don C. Carter

Department: Family and Child Development

The purpose of this thesis was to examine children's perceptions toward teachers, as related to the child's social class background, and to investigate the influence of social class upon their perceptions.

A projective pictorial test, which consisted of nine pictures concerning teachers and children, was administered individually to fourth grade school children in two Ogden, Utah, public schools.

The findings of this study were that there are differences between middle and lower-class children in their perceptions toward teachers. Children of middle-class backgrounds showed more positive perceptions toward teachers, and lower-class children were found to have a more negative perception of teachers.

(150 pages)

## CHAPTER I

### INTRODUCTION

#### Statement of the problem

The importance of how the social world of children influences their perception has led to an interest in the study of the young child and how he sees his world around him. One factor which may be related to a child's perception is the social class within which the child is living. Life experiences vary between social classes and these experiences help to determine attitudes and feelings. Rainwater, Coleman, and Handel (1959) found that women of different social classes projected different responses to pictures of life situations, with middle-class women responding in a more positive manner than lower-class women. Their responses clearly seem to be determined by their experiences. Zehnpfenning (1970) found that children in the fourth grade, attending schools serving middle and lower-class neighborhoods, responded differently to a series of pictures. Among the most interesting of her findings was that lower and middle-class children perceive the teacher from different perspectives.

#### Purpose

The objective of this study was to investigate the influence of social class on the perception of the teacher held by fourth grade children.

The purpose of this research has been to examine children's perceptions of teachers; thereby investigating the influence of social class upon

their perceptions and to extend and substantiate the findings of the exploratory study done by Zehnpfenning (1970).

#### Statement of the hypothesis

The hypothesis which was investigated in this study was that there are significant differences between children from middle-class families and children of lower-class families in their perceptions of teachers.

## CHAPTER II

### REVIEW OF LITERATURE

Various research studies have been undertaken in an attempt to investigate the relationship between children's attitudes and their social environment. Brandt's (1958) findings support the idea that a child's perception of himself is unique and life experiences that determine these perceptions vary from individual to individual. Klausner (1953) concludes that members of the same socio-economic group tend to have a more homogeneous self-concept than members of a mixed socio-economic class. Zehnpfenning (1970) found middle-class children to have more positive perceptions of life than did lower-class children. According to Malpass (1953) modern theory of perception is based upon the assumption that how a person views himself and his world will govern his behavior and these perceptions seem to be formed early in life.

One of the earliest measures of self-perception is the ability to identify one's own sex. According to Brown (1956) most children are able to identify their own sex by age three and by age five most children can identify their own sex roles. Sochet (1964) found that most children in all social classes were aware of class differences by age five. Another finding of Sochet (1964) was that children of all socio-economic classes learn early that a desirable person is not of the lower-class. Almost without exception, middle- and upper-class children were found to identify with the middle-upper class. To a large extent



lower-class children did the same, and as a result they rejected themselves through the rejection of their lower class. Sochet has found that children believe adult preferences including those of parents, teacher, and policemen, tend to favor middle-class children over lower-class children. One exception was found, that of the policeman, who in a number of instances liked "no one."

Through the process of identification with and perception of parents, children seem to attribute authority to the parents, with greater power usually being attached to the father. A common research finding, supported by Kagan (1956), is that the mother is "nicer" or more "nurturant" than the father. Also the father was perceived as being more punitive and was the parental figure most likely to arouse fear in the child. Kagan also found that children in the first and second grades perceived the father as being less friendly and more dominant than the mother, and that girls make this discrimination more clearly at this age than boys. Emmerich (1959b) found that girls tend to ascribe more power to the mother than the father, but more power to boys than to girls. Identification with and the perception of the mother and father roles was studied by Emmerich (1959a). Through doll play situations he found children tended to identify more with the same-sex parent than with the opposite-sex parent. This research contributes to the theory that children observe and imitate parents' behavior early in life, and therefore perceptions are formed early. It is felt that there should be concern about the feelings a child has towards his parents as these attitudes are often generalized to other individuals. Cox (1962) believes that from a very early age a child's personality can be determined by

the reactions of his parents to him and therefore his formulation of attitudes toward them. He believes that a boy's identification with his father could be a significant factor in determining his behavior with his peers. He found that a boy's positive attitude towards his father resulted in a high level of self-confidence and warm relations with members of his peer group; whereas, if he had a more positive attitude towards his mother it usually resulted in the boy being regarded by his peers as behaving dependently. Cox also observed that boys who rejected one or both parents seemed to be categorized by their peers as being aggressive.

Several studies substantiate the important role that the home environment and parents have upon the development of children's attitudes toward school. Bloom, Davis, and Hess (1965) state that beginning very early, the child comes to perceive many aspects of his world. The perceptual development takes place through such senses as vision, hearing, touch, and even taste and smell. This development continues in more and more complex ways as the child approaches the age of six and formal schooling begins. Positive perceptual development occurs most readily in stimulating environments where there is frequent interaction between the child and adults throughout the day. At the beginning of the first grade there are differences between middle and lower-class children attributable to the amount and variety of experiences they have had and in their perceptual development. These differences are less evident by age nine, but it is likely that the differences present at age six could account for differences in learning in the first few grades. The typical middle-class

home provides a very complex environment and stimulus to the child's early perceptual development, and this gives these children some advantages in the early years of school. Milner (1951, p. 111) found that upon school entrance the lower-class child lacked an advantage enjoyed by middle-class children. She describes it as "a warm positive family atmosphere or adult-relationship pattern which is more and more being recognized as a motivational prerequisite of any kind of adult-controlled learning." The lower-class children in Milner's study perceived adults as being predominantly hostile.

Deutsch (1960) believes that the social context of a child's life is crucial to his growth of consciousness and the role he perceives himself playing in the world. In an affluent society whose goal is success measured by consumption, the lower-class child enters this race with many disadvantages, some of which are economic uncertainty, slum living, crowded homes, and very little emphasis given to intellectual activity. The poor cultural environment increases the child's need for stimulation in school and does little to prepare the child for the school experience. The children who need the socialization influence of the school most are the least able to take advantage of it because of their previous narrow range of experience.

Deutsch states that lower-class children require considerably more reinforcement than do others, possibly because their absent, missing and excessively burdened parents cannot supply it. An observer in his study described a typical lower-classroom situation as being characterized as a continual competitive battle among the children to gain the teacher's attention. The children were trying to gain the attention of a parental substitute and

were extremely responsive to any encouragement or warmth. Although approval was important to the children, a severe reprimand was more important than no attention at all. This factor could account for classroom chaos which is responsible for the limited time spent on academic work.

In Deutsch's study it was noted that a Negro boy from a lower-class family went into a large closet and closed the door every day after school. He was put on the school psychologist's "urgent list." It was later found that this was the only place he could be alone, and that he usually read while he was there. The boy explained that at home (a three-room apartment shared by fourteen people) there were always people sleeping, so he could never leave a light on and would be laughed at if caught reading.

Deutsch (1960) feels that our schools are oriented towards a perpetuation of middle-class values and way of life, which sometimes has no concrete meaning for the lower-class child. The child of the lower-class lives in an environment which fosters self-doubt and social confusion and which in turn lowers motivation and makes it difficult to structure experience into cognitively meaningful activity and aspiration.

Curry (1963) found that when a child has above-average intellectual ability he will probably overcome the effects of a deprived home environment. Also, as intellectual ability decreases, the effect of deprived social and economic conditions of the home seem to have more detrimental effects on scholastic achievement.

Hess and Shipman (1965) believe that cultural disadvantage affects the mind of the young child. They also believe that the behavior which leads

to social, education, and economic poverty is learned in early childhood. They studied the perceptions of the school experience held by lower and middle-class mothers. The question was asked, "Imagine your child is old enough to go to public school for the first time. How would you prepare him? What would you tell him?" The following is a typical reply from a middle-class mother.

First of all, I would remind her that she was going to school to learn, that her teacher would take my place, and that she would be expected to follow instruction. Also that her time was to be spent mostly in the classroom with other children, and that she could consult with her teacher for assistance on any questions or problems that she might have. (Hess and Shipman, 1965, p. 193)

The middle-class mother was (1) informative, presenting the school situation in terms of a familiar situation the child was already acquainted with, (2) she offered reassurance and support to help the child deal with anxiety, (3) she described the school situation as one which involves a personal relationship between the child and the teacher, and (4) the mother presented the classroom situation as one in which the child was to learn. The lower-class mother responded in this way to the question.

Well, John, it's time to go to school now. You must know how to behave. The first day at school you should be a good boy and should do just what the teacher tells you to do. (Hess and Shipman, 1965, p. 193)

The lower-class mother (1) defined the role of the child as passive and compliant, (2) the central issues she presented were those dealing with authority and the institution, rather than with learning, (3) the relationship and roles she portrayed were sketched in terms of status and role expectation, rather than in personal terms, and (4) her message was general, vague, and lacking

information about how to deal with the problems of school, except by passive compliance.

From these studies it seems that children from lower-class families are taught from a very early age to equate authority to the teacher.

Bernstein (1964) in his study of restricted and elaborate forms of communication among lower and middle-class families believes that early language experiences not only affect the communication modes and cognitive structure, but also establish potential patterns of relationships with the external world.

Bloom, Davis, and Hess (1965) explain some of the problems a culturally deprived homes come to school with an interest in the new experiences but without some of the experiences, skills, and values that are typical of middle-class children. The middle-class child has been rewarded for his previous learning, and he is likely to begin school valuing achievement. In contrast, the lower-class child has difficulty in learning for its own sake and in learning for the approval of an adult--or in the school setting, the teacher. He values things and activities which are concrete and which have immediate and tangible rewards. As each school year goes by, the lower-class child suffers further frustration and failure. He is rarely rewarded or approved of in the schoolroom situation, and is penalized and disapproved of more strongly each year. The lower-class child has special problems because the school environment and materials are very unfamiliar to him. Also, it is difficult for him to learn to be quiet and listen to the words of the teacher, many of which he does not understand.

Authorities on the subject of personality development believe that feelings about the self are established early in life and developed continuously by experiences with others. Bloom, Davis, and Hess (1965) state that the ego development of the lower-class child is more likely to be characterized by lack of self-confidence and negative self-image than that of the middle-class child. They believe that the teacher has a significant effect upon the formation of a child's self-image. Davidson and Lang (1960) found a positive relationship between children's perception of their teacher's feelings toward them and children's perception of themselves. Also found in this study was that children in upper and middle-class groups perceived their teachers' feelings as being more favorable toward them than did children in the lower-class group. Another significant finding was the positive correlation which existed between social class and achievement in school. Reeder (1955) found in his investigation of grade school children that a positive self-concept is directly associated with academic achievement. Stevens (1956) found that this relationship continues to exist for students of college age. Davidson and Lang (1960) found that children who were rated as having undesirable classroom behavior, perceived their teachers' feelings toward them as being less favorable than those who were rated as having favorable classroom behavior. One of the conclusions of Davidson and Lang is:

The interrelations found between children's perception of teachers' feelings, school achievement, behavior and socio-economic status are particularly significant since the majority of children in the public schools throughout the country come from families of low social class status. It is therefore likely that a lower class child, especially if he is not doing well in

school, will have a negative perception of his teachers' feelings toward him. These negative perceptions will in turn tend to lower his efforts to achieve in school and/or increase the probability that he will misbehave. His poor school achievement will aggravate the negative attitudes of his teachers toward him, which in turn will affect his self-confidence and so on. (Davidson and Lang, 1960, p. 114)

Malpass (1953) found that students' perceptions of school and various aspects of school are related to achievement in school. There was no cause-effect relationship investigated but their speculation leads to one of two possibilities. First, that a child's low grades are caused by negative feelings about school in which the following cycle might take place: the child dislikes school, obtains low grades, dislikes school even more, and continues to get low grades. Second, negative feelings about school are caused by low grades. The outcome would be low grades and dislike of school, or high grades and positive feelings about school.

Datta, Schaeffer, and Davis (1968) believe that there is a need to help low IQ Negro children from being alienated from the school situation. They believe that their findings support the need for programs designed to raise the level of intellectual performance before the child encounters a vicious cycle of low achievement and teacher rejection. Another of their major findings was that boys were described as being less task oriented, more verbally aggressive, and more introverted than girls.

Zehnpfenning (1970) found in her study that middle-class children viewed the teacher more positively than did lower-class children. Middle-class children perceived the teacher as someone who gave assistance with school problems,



usually in arithmetic. Children of the lower-class assigned the teacher the role of correcting bad behavior.

Bloom, Davis, and Hess (1965, p. 75) state "Research on attitudes of teachers toward disadvantaged children generally shows more negative evaluations of these children than of middle-class children."

Goldberg's (1968) findings could be applied to disadvantaged children who tend to have little interest in good school performance. She concludes that the highly motivated student wants to do well in school and is probably the academically strong pupil who attempts to conform to his teacher's expectations of good work. Possibly it may be that less is demanded of him by his teacher since he does good work in accordance with his own inner needs. Since he gets less criticism he may be favorably treated by his teacher and therefore, perceive her as a non-authoritarian. The poorly motivated student may care less about good school performance and is probably a pupil who does not meet teacher expectations of good work. The teacher may criticize him excessively and persistently require him to do more careful work and therefore, the poorly motivated student may perceive the teacher as being more authoritarian.

Davis (1941) states that the child's social learning takes place mainly in the home environment. Another source of a child's social learning is the school. He believes that the ineffectiveness of middle-class sanctions upon the great masses of lower-class children is a problem facing our middle-class teachers and school systems. He states that lower-class children remain "unsocialized" and "unmotivated" because (1) they are humiliated and punished

too severely in the school for having the lower-class culture of which their own mothers, father, and siblings approve, and (2) because the most powerful reinforcements in learning, those of emotional and social reward, are denied to the lower-class child by the systems of privilege existing in the school.

Bloom (1964) believes the first three years of the elementary school are critical. If learning is not a successful and satisfying experience in these years, the entire educational career of the child is seriously jeopardized.

Neugarten (1946) in her work concerning social class and friendship among school children found that social class differences in friendship and reputation are well established by the fifth grade. The child of eleven or twelve soon becomes aware of his reputation and desirability as a friend. Perhaps one of the reasons that the child of the lower-class is so often a "behavior problem" in school is that he finds himself rejected by his classmates. Neugarten believes that this may be one of the reasons why the child of the lower-class so often welcomes the first opportunity to leave school altogether. She also states that the teacher plays a central role in influencing the opinions of one child toward another.

Hardy (1937) states that the child whom other children like and seek as a friend is successfully building up desirable patterns of social behavior. In her study concerning the friendliness which a public school group expresses for individual members of the group showed that the children whom other children esteemed highly, as a class, were superior to the average individual in the group. Her results also showed that the children whom others neglect or avoid tend to rank below the average of the group.

Related to Hardy's findings are those by Flanders and Havumaki (1960) in which they found that the students who were given praise by the teacher were also the students who had the greatest number of sociometric choices of their classmates.

DeGroat and Thompson (1949) found that children who are considered by their classmates to be experiencing a high degree of teacher approval are more intelligent, are better students, and are better adjusted than their less favored classmates. They also conclude that these children have a better opinion of themselves, are more "outgoing" and have more confidence in their ability to adjust to social situations.

Hill and Giammatteo (1963) found that socio-economic status effects school achievement in the areas of intelligence, arithmetic skills, and problem solving. By the third grade the lower-class child has not overcome this cultural deficiency.

Concerning school achievement Bloom, Davis, and Hess (1965) believe that the lower-class child is characterized by a cumulative-deficit phenomenon. The lower-class children begin school with certain inadequacies in language development, perceptual and attentional skills, and motivation. Under the usual school curriculum, the achievement pattern of the lower-class child is such that they fall increasingly behind the middle-class child in school subjects.

In Becker's research (1952) where interviews were conducted with teachers he found that children of the lower-class are considered most difficult to control, and exhibit unrestrained behavior and physical violence.

Middle-class children were thought of as being docile and the teacher had fewer disciplinary problems with these children.

Gregersen and Travers (1968) in their study of the child's concept of their teacher found boys, more than girls, tend to reject their teachers. Another finding of their study was that as age increases girls become more rejective, but there is no increase in rejection from boys. These researchers feel that this may be a consequence of the fact that elementary schools are largely staffed with women teachers and the environment may be planned in terms of the needs and characteristics of females. They also feel that the teacher may show a preference for the "well-groomed and docile girl to the untidy, dishevelled, and boisterous boy." Another conjecture they make is that the girl in the lower grades is verbally more advanced and also exhibits greater social development which gives her an advantage with respect to boys in her relationship to the teacher.

Maccoby (1966) notes that peer group pressures on boys are often directed to nonacademic pursuits.

That boys are more frequently engaged in efforts to achieve autonomy, especially in relation to their mother, with the result that they are less willing to accede to the demands of their predominately female teachers; and that even in high school, boys are more likely to do poorly in subjects that bore them. (Maccoby, 1966, p. 32)

### CHAPTER III

#### METHODS AND PROCEDURES

##### Pilot study

A pilot study was conducted with six fourth grade school children at the Edith Bowen School on the Utah State University campus in Logan, Utah.

The regular classroom teacher selected three children she felt were from lower socio-economic backgrounds and three children from middle socio-economic backgrounds. The researcher interviewed each child individually in a separate room.

A projective pictorial test was used. Eighteen pictures depicting different teachers in various school situations were used. The children were told about the use of the tape recorder and were allowed to speak into the tape recorder and hear their voices played back before the interview began. The children were asked first, "Tell me what is happening in this picture," for every picture. The question, "Is there anything else you would like to tell me about this picture?" was asked as the last question for each picture. A certain set of questions were asked for each individual picture to determine which questions elicited more projective responses.

The question, "Tell me about this teacher," usually elicited a descriptive rather than projective response. It was decided that the question, "Tell me what kind of person this teacher is," would be used in the collection of the final data as it brought out more projective comments.

The questions, "Would you like to be in this classroom?" and "Why (would, wouldn't) you?" were discarded because they did not discriminate positive or negative feelings toward the teacher. Many times if a child answered "no" to the first question, which could have been interpreted negatively, his reason was that he was happy in his own classroom which then makes his response more positive.

It was decided that an informal interview approach would be better in which the researcher could say the child's comments back to him in a question to get away from picture description and give more projection.

The interviews were taped and scored after each response during the interview. From the eighteen pictures, nine were selected because they discriminated most clearly between positive and negative responses.

#### Selection of schools

In a conference with the Ogden City School administrative personnel, two schools in Ogden, Utah, were selected for this study. These two schools were Jefferson Elementary School and Horace Mann Elementary School. They were chosen to represent the social class of the neighborhood in which they are located. The Jefferson Elementary School represented the lower socio-economic class and the Horace Mann Elementary School represented the middle socio-economic class. This distinction was possible because of the geographic distributions of lower and middle income groups in Ogden. Also children attended the school in their neighborhood as there was no busing of children to a school outside their neighborhood.

### Pictures

The nine pictures in this study were selected on the basis of findings in a pilot study conducted with fourth grade school children. All of the pictures depicted situations with a child or children and a teacher.

The pictures used are in the Appendix of this thesis in the order in which they were used.

### Sample

The children used in this study were twenty fourth grade school children from the Horace Mann Elementary School and twenty fourth grade school children at the Jefferson Elementary School in Ogden, Utah.

The study was explained to the fourth grade teachers in each school and they selected ten boys and ten girls to participate in the study.

After the study had been explained to the fourth grade teachers at the Jefferson Elementary School the teachers sent the children to the researcher one at a time. At Horace Mann Elementary School, the study was also explained to the fourth grade teachers and two of the three teachers chose children from their rooms to participate. The third teacher gave the researcher an alphabetical class list and every other child on the list was chosen to participate.

### Test administration

This projective picture test was administered to each of the forty children participating in the study. The interview was conducted individually with each child at the school the child attended and in a separate room which was made available for the interview.

At the beginning of the interview the researcher introduced and identified herself to each child as a college student working on an assignment and asked the child if he would help her by answering some questions about some pictures.

Each child was given an opportunity to speak into the tape recorder and then hear his voice played back to him. Most of the children were familiar with the tape recorder.

The researcher told the child that all the pictures he would be seeing were about teachers and children. In some instances the child interpreted the adult in the picture to be someone other than a teacher and the researcher had to remind the child that all the pictures were about teachers and children.

Each child was shown the first picture and asked, "Tell me what is happening in this picture." If the child gave a projective response the question "Is there anything else about the picture you'd like to tell me?" was asked. If the response to the first question was descriptive, other questions were asked to try to draw out a projective response from the child.

Each of the eight remaining pictures were shown to each child, and similar questions were asked.

The data was collected through the use of a tape recorder so that verbatim responses of each child were obtained. The interview with each child was then typed and is included in the Appendix of this thesis.

### Scoring

During each interview the researcher scored the child's response as being either positive, negative, or neutral. The responses which the researcher



felt were questionable were read again from the typed interviews and then scored. Dr. Don C. Carter, Head of Family and Child Development at Utah State University spot checked the researcher's scores to check for consistency.

On each child's Information Sheet space was provided for comments about the child's behavior for each of the nine pictures. This information sometimes influenced the scoring of a particular response, in situations when the child's behavior seemed to be expressive of feelings.

#### Analysis of data

The data has been collected and summarized in various contingency tables for clarity of presentation and to facilitate the statistical analysis. In the statistical analysis of the hypothesis that was investigated a chi-square value was calculated for each of the contingency tables. For the cases in which the expected number of observations in one or more cells in the contingency table under consideration was five or less, two chi-square values were tabulated. The first was calculated and its associated significance was obtained without regard to the possible error involved due to the small number of observations in some of the cells. The second was performed as a check on the level of significance arrived at with the first calculation and was performed by aggregating the negative and neutral responses into a non-positive response to form a 2 x 2 contingency table, and then calculating the chi-square value, using Yates Correction for Continuity since the associated degree of freedom is equal to one.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### Introduction

Many authorities on children's perceptions agree that these perceptions are developed early in life. This study investigated the relationship of socio-economic background and children's perceptions of teachers. The hypothesis of this study was that there would be a significant difference between middle-class and lower-class children's perceptions of teachers. The findings of this study tend to support this hypothesis.

#### General comparison of the two schools

Several differences between the children of Jefferson Elementary School and Horace Mann Elementary School in Ogden, Utah, were revealed after an examination of the interviews. It is assumed that these differences are related to the child's socio-economic background since children at the two schools represented different social class groups. There were significant differences found above the .05 level for seven of the nine pictures. In scoring the responses, the behavior and attitude of the child during the interview were taken into account. Many of the children from the Jefferson Elementary School, which represented the lower socio-economic background, gave the distinct impression to the researcher of saying that a teacher was nice because "that was what

teachers were supposed to be. " Their voices and behavior gave no impression of sincerity in such responses.

#### Picture Number One

In Table 1 the totals for children at Jefferson Elementary School and Horace Mann Elementary School show definite differences in all three categories with children from Horace Mann Elementary School being more positive in their responses. There was a significant difference between the two social class groups in their response to this picture with the level of statistical difference being .005. For this table several cells had associated expected frequencies less than five which leads to a tendency for different values of chi-square, hence statistical significance, than is justified by the sample. The neutral and negative responses were aggregated into a non-positive response and a chi-square value was recalculated using Yates Correction for Continuity to remove the consistent tendency to overstate the degree of statistical significance for the case of one degree of freedom. The results of this procedure are presented in Table 2 with the resultant differences still being significant at the .005 level.

There were two pictures of the nine in which children of both schools mentioned age when telling about the teacher. Picture Number One was one of these pictures. There were a total of eleven children out of the total of forty who described the teacher as being old. Six children were from Jefferson Elementary School and five were from Horace Mann Elementary School. Age was not directly associated with either positive or negative responses.

Most of the children described the picture in terms of the boy and girl settling an argument. When aggression was mentioned the boy was given the role of the aggressor. Ten observations of aggression were stated, six of these were from children of Jefferson Elementary School and four were from Horace Mann Elementary School.

Table 1. Observed frequency of children's responses to Picture Number One, categorized in negative, neutral, and positive responses by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Response	3	9
Neutral Response	0	4
Positive Response	17	7
Total	20	20
$X^2 = 11.17$ Significant at .005 level      d.f. = 2		

Table 2. Observed frequency of children's responses to Picture Number One, categorized in non-positive and positive responses, by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Non-positive Response	3	13
Positive Response	17	7
Total	20	20
$X^2 = 8.44$ Significant at .005 level      d.f. = 1		

Picture Number Two

There was no difference between the two social class groups of children for this picture. Each group of children had the same number of responses for each category. Children from Jefferson Elementary School and Horace Mann Elementary School both saw this teacher in a positive manner. The child from Horace Mann Elementary School who gave the negative response stated the reason he didn't like the teacher was because he would rather have a man teacher. The child from Jefferson Elementary School who gave a negative response simply stated she thought she looked like a mean teacher to her.

This was the second picture in the group of nine pictures where children brought in the factor of age. Eight of the forty children in the study described the teacher as being young. All of these children also gave positive responses. Five of these children were from the Jefferson Elementary School and three came from the Horace Mann Elementary School.

Another interesting response was from a Mexican girl who replied, "A white one. She's a young teacher."

Table 3. Observed frequency of children's responses to Picture Number Two, categorized in negative, neutral, and positive responses, by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Response	1	1
Neutral Response	0	0
Positive Response	19	19
Total	20	20
$X^2 = 0$ No difference	d.f. = 1	

### Picture Number Three

With this picture the hypothesis can be accepted in that there seem to be significant differences between the two socio-economic groups of children in the perception they have of teachers. As noted in Table 4, using a straight forward chi-square test the level of significance is .005. Again, some of the cells have values less than five. After aggregating the negative and neutral response into a non-positive category and recalculating the associated chi-square value, using Yates Correction for Continuity the level of significance is .0005 as is reported in Table 5.

The most common positive response from children described the teacher as helping the boy in some way. Most negative scores were given for responses associated with children not doing their work and the teacher getting after them.

Table 4. Observed frequency of children's responses to Picture Number Three, categorized in non-positive and positive responses, by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Response	5	17
Neutral Response	0	1
Positive Response	15	2
Total	20	20
$\chi^2 = 13.35$	Significant at .005 level	d. f. = 2

Table 5. Observed frequency of children's responses to Picture Number Three, categorized in non-positive and positive responses, by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Non-positive Response	5	18
Positive Response	15	2
Total	20	20
$X^2 = 14.73$	Significant at .0005 level	d.f. = 1

#### Picture Number Four

With this picture, the hypothesis can be accepted at the .005 level. The negative response that was most frequently given was associated with a reprimand. Twelve children from the Jefferson Elementary School and three children from Horace Mann Elementary School responded in this manner. Perceiving the teacher as helping the child because she was hurt, sick, or feeling badly elicited five responses from children of Jefferson Elementary School and eleven responses from children of Horace Mann Elementary School. These responses were scored as being positive. Middle-class children seemed to be sympathetic toward the girl in this picture more so than the lower-class children.

After aggregating and calculating the chi-square value using Yates Correction for Continuity we are still able to accept the hypothesis at a significant level of .005.

Table 6. Observed frequency of children's responses to Picture Number Four, categorized in negative, neutral, and positive responses, by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Response	3	14
Neutral Response	1	1
Positive Response	16	5
Total	20	20
$X^2 = 12.88$ Significant at .005 level      d.f. = 2		

Table 7. Observed frequency of children's responses to Picture Number Four, categorized in non-positive and positive responses, by social class designated by the school

Rating	Horace Mann School	Jefferson School
Non-positive Response	4	15
Positive Response	16	5
Total	20	20
$X^2 = 10.03$ Significant at .005 level      d.f. = 1		

#### Picture Number Five

Children at Horace Mann Elementary School again showed more positive perceptions toward the teacher than did children of Jefferson Elementary School. The level of significance at which we can accept this hypothesis is .001. A chi-square test using Yates Correction for Continuity also showed we could accept the hypothesis at a significant level of .001.



Some children thought the teacher in this picture was getting after the boy for playing in school and such a response was given a negative score. Others perceived the teacher as someone who was interested in what the boy was making and this kind of response was given a positive rating.

Table 8. Observed frequency of children's responses to Picture Number Five, categorized in negative, neutral, and positive responses by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Responses	1	7
Neutral Responses	2	3
Positive Responses	17	10
Total	20	20
$X^2 = 6.51$ Significant at .025 level d.f. = 2		

Table 9. Observed frequency of children's responses to Picture Number Five, categorized in non-positive and positive responses, by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Non-positive Response	3	10
Positive Response	17	10
Total	20	20
$X^2 = 4.10$ Significant at .025 level d.f. = 1		

Picture Number Six

In Table 10 the totals for children at Jefferson Elementary School and Horace Mann Elementary show definite differences of perceptions toward the teacher with children from Horace Mann Elementary School being more positive in their responses. The level of significance at which these two social class groups differed was .0005. After aggregation of the negative and neutral categories into a non-positive category and recalculating the chi-square value using Yates Correction for Continuity, the hypothesis is still accepted at a significant level of .025.

Some of the negative responses of this picture were concerned with the boys getting in trouble with the teacher. An interesting aspect of this response, and one portrayed mainly by middle-class children, was that the teacher was explaining to the boys why she didn't like them to misbehave. Seven children from Horace Mann Elementary School responded in this manner while only two children from Jefferson Elementary School did so.

Table 10. Observed frequency of children's responses to Picture Number Six, categorized in negative, neutral, and positive responses by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Response	3	15
Neutral Response	4	0
Positive Response	13	5
Total	20	20
$X^2 = 15.56$ Significant at .0005 level    d. f. = 2		

Table 11. Observed frequency of children's responses to Picture Number Six, categorized in non-positive and positive responses, by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Non-positive Response	7	15
Positive Response	13	5
Total	20	20
$X^2 = 4.95$ Significant at .025 level      d.f. = 1		

#### Picture Number Seven

With this picture the hypothesis can be accepted at the .0005 level of significance. After performing the Yates Correction for Continuity the hypothesis is still accepted at the .0005 level of significance.

Children from both schools commented about the boy not listening or paying attention. Sixteen children from Jefferson Elementary School and fifteen children from Horace Mann Elementary School responded in this manner.

Table 12. Observed frequency of children's responses to Picture Number Seven, categorized in negative, neutral, and positive responses by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Response	1	6
Neutral Response	1	9
Positive Response	18	5
Total	20	20
$X^2 = 17.32$ Significant at .0005 level      d.f. = 2		

Table 13. Observed frequency of children's responses to Picture Number Seven, categorized in negative, neutral, and positive responses by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Non-positive Response	2	15
Positive Response	18	5
Total	20	20
$X^2 = 14.73$ Significant at .0005 level      d.f. = 1		

#### Picture Number Eight

At the .05 level there was no significant difference for this picture, but at the .01 level the differences could not be accounted for as being due to chance. The same result was found after aggregating and using Yates Correction for Continuity in the calculation of the chi-square value.

In this picture four children from Jefferson Elementary School and five children from Horace Mann Elementary School commented on the girl being bored and not listening. Seventeen of the forty children perceived the girl as having trouble with her work and the teacher was giving assistance. Six of these children were from Jefferson Elementary School and eleven were from Horace Mann Elementary School.

Table 14. Observed frequency of children's responses to Picture Number Eight, categorized in negative, neutral, and positive responses by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Response	1	6
Neutral Response	2	2
Positive Response	17	12
Total	20	20
$X^2 = 4.43$ Significant at .10 level      d.f. = 2		

Table 15. Observed frequency of children's responses to Picture Number Eight, categorized in non-positive and positive responses, by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Non-positive Response	3	8
Positive Response	17	12
Total	20	20
$X^2 = 2.01$ Significant at .10 level      d.f. = 1		

#### Picture Number Nine

As shown on Table 16, the totals for the negative and positive categories for children at Jefferson Elementary School and Horace Mann Elementary School show definite differences, with those children attending Horace Mann Elementary School being more positive in their responses. There was a significant difference between the two social class groups in their responses to this picture with the level of significance being .005. The level of

significance remained the same, .005, after performing the Yates Correction for Continuity chi-square.

There were five children, all from Jefferson Elementary School, who perceived the teacher in this picture to be a principal. No mention was made in any of the other eight pictures, in which all the teachers were women, of principals. It is also interesting that no children from Horace Mann Elementary School perceived the teacher as being a principal as both schools had men in this position. Seven of the children from Horace Mann Elementary School had a man for a teacher. The children from Jefferson Elementary School were also acquainted with men teachers, but in this school the classrooms were open and more than one teacher was working with the children, some of whom were men.

Eleven of the forty children referred to the teacher as a man or a man teacher. Seven of these children were from Jefferson Elementary School and four children were from Horace Mann Elementary School. None of the seven children from Horace Mann Elementary School, which is a closed classroom school, who had a man as a teacher made this distinction.

Table 16. Observed frequency of children's responses to Picture Number Nine, categorized in negative, neutral, and positive responses by social class as designated by the school

Rating	Horace Mann School	Jefferson School
Negative Response	1	9
Neutral Response	0	0
Positive Response	19	11
Total	20	20
$X^2 = 8.53$	Significant at .005 level	d.f. = 1
$X^2 = 8.17$	(Corrected for continuity)	Significant at .005 level d.f. = 1

#### General summary of social class findings

After the analysis of this data, the hypothesis of this study that there are differences between middle and lower-class children in their perceptions toward the teacher can be confirmed. Middle-class children responded more positively than did lower-class children. As summarized in Table 17, there were only two of the nine pictures that did not show statistically significant differences between the two groups of children at the .05 level. When the total responses of all children from both schools were analyzed, it was found that the differences between middle and lower-class children was significant at the .0005 level. See Table 18.

Table 17. Summary of all chi-square scores for all nine pictures

Pictures	$X^2$	Degrees of Freedom	Level of Significance
1A	11.17	2	.005
1B	8.44	1	.005
2A	0	1	----
3A	13.35	2	.005
3B	14.73	1	.0005
4A	12.88	2	.005
4B	10.03	1	.005
5A	6.51	2	.025
5B	4.10	1	.025
6A	15.56	2	.0005
6B	4.95	1	.025
7A	17.32	2	.0005
7B	14.73	1	.0005
8A	4.43	2	.10
8B	2.01	1	.10
9	8.53	1	.005
	8.17	1	.005
(corrected for continuity)			



Table 18. Comparison of total responses from Jefferson Elementary School and Horace Mann Elementary School as categorized in negative, neutral, and positive responses

Rating	Horace Mann School	Jefferson School
Negative Responses	19	84
Neutral Responses	10	20
Positive Responses	151	76
Total	180	180
$X^2 = 69.13$ Significant at .0005 level d.f. = 2		

#### Influence of sex

Previous studies, by Maccoby (1966) and Gregerson and Travers (1968), suggest that girls tend to be more positively oriented toward teachers than do boys.

The findings from this study show that girls exceed boys in the number of positive responses they gave. The differences for the sexes was calculated for each school. No statistically significant difference at the .05 level was found between boys and girls from Jefferson Elementary School. See Table 19. However, differences between boys and girls from Horace Mann Elementary School were significant at the .05 level. See Table 20. The chi-square value for the total number of responses from all boys and all girls was calculated and no significant difference at the .05 level between the sexes was found. See Table 21.

Table 19. Observed frequency of responses of boys and girls from Jefferson School to all pictures

Rating	Boys	Girls
Negative Response	46	38
Neutral Response	8	12
Positive Response	36	40
Total	90	90
$X^2 = 1.82$ Significant at .25 level      d.f. = 2		

Table 20. Observed frequency of responses of boys and girls from Horace Mann Elementary School to all pictures

Rating	Boys	Girls
Negative Response	14	6
Neutral Response	6	3
Positive Response	70	81
Total	90	90
$X^2 = 5.00$ Significant at .05 level      d.f. = 2		

Table 21. Observed frequency of responses of boys and girls from both schools to all pictures

Rating	Boys	Girls	Total
Negative Response	60	44	104
Neutral Response	14	15	29
Positive Response	106	121	227
Total	180	180	
$X^2 = 3.49$ Significant at .10 level      d.f. = 2			

### Summary of findings

The findings of this study are that there are differences between middle and lower-class children in their perceptions toward teachers. Middle-class children responded more positively in their projective perceptions than did children of the lower-class.

Differences between boys and girls in their perceptions toward the teacher were found to be significant at the .05 level for middle-class children, with girls being more positive in their response. No significant difference at the .05 level was found between girls and boys of the lower-class in their perceptions toward the teacher. When comparing all boys and girls from both schools, again no significant difference at the .05 level was shown between the two sexes.

### Discussion of findings

There are many factors which are related to the child's perception of people in the world around him. One of these factors is the social class within which the child is living.

The findings of this study tend to support the hypothesis that middle-class children have more positive perceptions toward teachers than do lower-class children. Children living in a lower class tend to be more negative in their outlook. It is expected that children from lower-class backgrounds may tend to have more negative perceptions than positive ones. Generally, their life circumstances have not been such that they easily acquire pleasant experiences and affirming relationships. As was brought out in the research, our

schools are oriented toward children of middle-class backgrounds and are not meeting, as fully, the needs of lower-class children.

It is interesting to find that in a child's world, the lower-class child perceives the teacher more negatively than does his middle-class counterpart. Since other studies indicate similar findings, this may pose a problem for the teacher of lower-class children. There may be need for a re-evaluation of teacher training programs so that prospective teachers may acquire some insight and understanding into the life of a lower-class child. Since these perceptions were presumably formed before the child entered the fourth grade, there seems to be a need to acquaint lower-class children with positive school experiences in the first years of his school experience. Possibly, the negative responses are given to the teacher for academic failure of lower-class children in such case we may need to orient our school systems towards those children it is serving, so their needs can be better met.

There seems to be reason to suspect that the home environment is an avenue of helping lower-class children gain a more positive attitude towards school. As was found by Hess and Shipman (1965) lower-class parents seem to orient their children to the authoritative role of the teacher. One wonders how positively the school situation is talked about in these homes. A great many of the lower-class children gave impressions of not feeling positive toward the teacher but responded with a positive reply as if they thought that was the way they should answer. Also, very few lower-class children knew

the amount of schooling their parents had had, which gives another indication that the school situation is not talked about in the home.

Although this study did not attempt to determine whether schools were oriented toward the middle-class, the question can be raised after a comparison of the sexes. All lower-class children viewed the teacher more negatively than did middle-class children. But girls of the middle-class did show a significant number of more positive perceptions than did middle-class boys, which makes one wonder if our schools are oriented toward children who mature early, are not behavior problems, and do well in school subjects.

It was also interesting in Picture Number Nine to note that five children thought the teacher to be a principal after they had been told that all pictures were about teachers and children. This poses the question of teachers still being primarily females and administrators being males.

Children also seemed to bring in the factor of age in Pictures Number One and Two. These two pictures depict different classroom situations, as well as portraying teachers of different ages, therefore, no conclusions can be drawn as to which teacher the children viewed more positively, but it is interesting to note that children were aware of the age factor.

## CHAPTER V

### CONCLUSIONS

It has been the purpose of this research to examine children's perceptions toward teachers and to investigate the influence of social class upon their perceptions.

A projective pictorial test, which consisted of nine pictures concerning teachers and children, was administered individually to forty fourth grade school children in two Ogden, Utah, public schools. One school served middle-class children and the other school served lower-class children. The children were interviewed and their responses were scored either negative, neutral, or positive.

The conclusion of this study is that there is a difference between middle and lower-class children's perception toward school teachers with children from the middle-class perceiving the teacher in a more positive manner than lower-class children.

#### Suggestions for further research

1. Similar studies should be done using younger children to determine when these differences begin to appear.
2. Studies need to be done which concern children's feelings toward teachers of different ages and sexes.

3. Additional studies should be done to investigate what relationship the home environment has on the child's perception towards teachers and the school situation.

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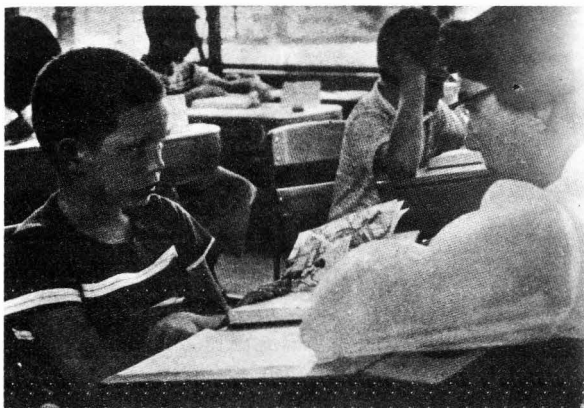
## APPENDIX



Picture No. 1



Picture No. 2



Picture No. 3



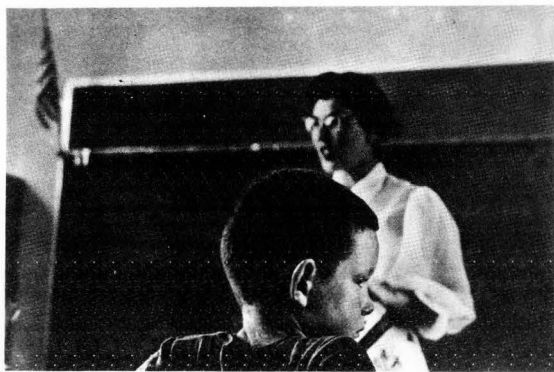
Picture No. 4



Picture No. 5



Picture No. 6



Picture No. 7



Picture No. 8



Picture No. 9

Jefferson School

Child: Mary Jane Barlow

School: Jefferson

Father's Occupation: Works in the Terrace area - makes something

Mother's Occupation: Laundry - Sews things

Age: 9

Sex: Female

Race: American Indian

Family Size: 6

Parents at Home: Both

Educational Level of Father: Didn't graduate from high school

Educational Level of Mother: High school graduate

Description of Behavior:

Picture Number One (Neutral)

Res.:<sup>1</sup> Tell me what's happening in this picture.

Child: They're just talking to each other. The teacher is listening to them talk to each other.

Res.: Tell me what kind of person this teacher is.

Child: Oh, they're nice and they're listening and they tell us what to do, you know.

Res.: Okay, is there anything else you'd like to tell me about this picture?

Child: mmm It looks like they're talking to each other and the teacher is listening to them; you know how they listen. The teacher stands, you know.

Picture Number Two (Positive)

Res.: Tell me what's happening in the picture.

Child: The teacher is with them, they're reading a book or something and the girl gets the book and the girl has the book--they're both--all of them reading.

Res.: Tell me what kind of person this teacher is.

Child: A white one. She's a young teacher.

Res.: Would you like to have her for a teacher?

Child: Ya.

Res.: Why?

Child: She might be nice and young, you know.

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<sup>1</sup>Res. = Researcher.



Picture Number Three (Negative)

Res.: Okay. This is our third picture. Tell me what's happening here.

Child: The teacher is getting mad at him for not turning, reading or like that.

Res.: Tell me what kind of person she is.

Child: A mean teacher that slaps.

Res.: Anything else you'd like to tell me?

Child: The kids are reading except for him then the teacher is just getting after him for not reading.

Picture Number Four (Negative)

Res.: Okay, now remember all these pictures are about teachers. Tell me what's happening here.

Child: She was talking back to her teacher or something. The teacher's talking to her for shouting out loud or something, you know.

Res.: What kind of teacher is this? (pause) What kind of person is she?

Child: mmm Oh. Well. Little bit a mean teacher, little bit nice teacher, something like that. She's talking to the kids to be quiet and not to shout.

Picture Number Five (Negative)

Res.: Tell me what's happening in this picture.

Child: She's not doing anything she's supposed to be doing or just like working and the teacher is getting mad at her for not doing anything for just playing.

Res.: Tell me what kind of person this teacher is.

Child: mm That teacher is, oh, she's teaching class just like all teachers teach class and they don't understand what ya do.

Res.: You mean they don't understand what you do?

Child: Ya. You know.

Res.: Is there anything else you'd like to tell me?

Child: mm Let's see. mm That lady's looking at that guy and he's looking at that lady because that lady's talking to him and they don't listen; they don't do anything right.

Picture Number Six (Negative)

Res.: Okay. Tell me what's happening in this picture.

Child: The teacher took 'em out in the hall because they were acting wrong, you know. Naughty, like that, you know. The teacher is a little bit mean all right.

Res.: Tell me what kind of person this teacher is.

Child: She's telling them not to act wrong and telling them to be nice in class and work as hard as you can and you might have a recess, you know how.

Res.: Okay, Is there anything else you'd like to tell me?

Child: The rest of the kids are working and they can have a recess before the others because they weren't naughty in class.

Picture Number Seven (Negative)

Res.: Okay. Tell me about this picture.

Child: The teacher is talking to the class and this boy is looking around 'cause he can't hear and he doesn't know what to do 'cause he can't hear and the teacher gets after him for not hearing what she was saying.

Res.: What kind of person is this teacher?

Child: A nice teacher. I mean she's a nice teacher, but she looks like she's kinda mean though, ugh?

Res.: Is there anything else you'd like to tell me?

Child: Well. The boy is, a, all the kids supposed to be watching the teacher so they'll know what to do now--he ain't.

Picture Number Eight and Nine

Didn't record.

Child: Candy Ellis

School: Jefferson

Father's Occupation: Didn't know

Mother's Occupation: Housewife

Age: 10

Sex: Female

Race: Negro

Family Size: 5

Parents at home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Negative)

Res.: Okay. Here's the first picture. I'd like you to tell me what's happening here. All these pictures I'm about to show you are about teachers.

Child: It looks like they're mad at each other. The boy and girl.

Res.: Why do you think they're mad at each other?

Child: I don't know.

Res.: Tell me about this teacher over here.

Child: I don't know what to say.

Res.: Just tell me what you think.

Child: She's a mean teacher?

Res.: Why do you think she's a mean teacher?

Child: 'Cause she looks mean.

Res.: Okay. Is there anything else you'd like to tell me about this picture?

Child: No.

Picture Number Two (Positive)

Res.: Alright, here's the second picture. Tell me what's happening here.

Child: The teacher's showing them children a book

Res.: Tell me what kind of person this teacher is.

Child: A young person.

Res.: Would you like to have her for a teacher?

Child: I don't know. Ya.

Res.: Why would you like to have her for a teacher?

Child: I don't know. 'Cause she don't look fussy or mean.

Res.: Is there anything else you'd like to tell me about this picture.

Child: No.

Picture Number Three (Negative)

Res.: Okay. Tell me about this picture.

Child: It looks like she's mad at that boy because he didn't do his work.

Res.: Okay. Tell me what kind of person this teacher is.

Child: An old person.

Res.: Anything else about this teacher?

Child: No.

Res.: Is there anything else you can tell me about this picture.

Child: Yes, but I don't wanna say it.

Res.: Go ahead, that's fine. Nobody else will know except me.

Child: Well, I don't want to.

Picture Number Four (Positive)

Res.: Don't you want to tell me? Okay, fine. Tell me about this picture.

Child: The little girl looks like she's in trouble and the lady's trying to help her.

Res.: What kind of person is this teacher?

Child: A person that helps when you have trouble.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is asking the boys what they're looking at.

Res.: Tell me what kind of person this teacher is.

Child: A library teacher.

Res.: What kind of person is she?

Child: She's an old person.

Res.: Tell me what she might be like as a teacher.

Child: Probably help you.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Negative)

Res.: Tell me about this picture.

Child: She's probably puttin' him against the wall for being naughty.

Res.: Tell me what kind of person the teacher is.

Child: A person that doesn't like naughty children to be around.

Res.: Is there anything else you'd like to tell me about this picture?

Child: No.

Picture Number Seven (Positive)

Res.: Okay. Tell me what's happening in this picture.

Child: A boy is not paying attention to his teacher.

Res.: Why isn't he paying attention?

Child: 'Cause he's probably listening to somebody else.

Res.: Tell me what kind of person this teacher is.

Child: She's probably a teacher. mm I don't know.

Res.: If she were your teacher what would she be like?

Child: She'd be like a person that helps people. Like if they don't know a word, she helps them with the word.

Res.: What kind of person do you think she is here?

Child: A person that trying to make all the kids pay attention.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: A girl that's sobbin', it looks like she's sobbing because she can't get her work.

Res.: Tell me about the teacher.

Child: She's trying to help her to keep her from sobbing more.

Res.: Is there anything else you'd like to tell about the teacher?

Child: No.

Res.: What kind of person is she?

Child: A person that helps people with all their problems.

Picture Number Nine (Negative)

Res.: Tell me what's happening in this picture.

Child: It looks like the principal is talking to the little girl.

Res.: What do you think he's telling her?

Child: Probably to study harder.

Res.: Would you like to be in his classroom.

Child: I wouldn't care.

Res.: What else can you tell me about this picture? (pause) What's happening here? Why is he talking to this little girl?

Child: I don't know. Probably telling her how to be when she grows up.

Child: Rod Daniels  
 School: Jefferson  
 Father's Occupation: Works on train  
 Mother's Occupation: Housewife  
 Age: 10  
 Sex: Male  
 Race: Negro  
 Family Size: 12  
 Parents at Home: Both  
 Educational Level of Father: Didn't know  
 Educational Level of Mother: Didn't graduate from high school.

Description of Behavior:

Picture Number One (Negative)

Res.: Here's the first picture and I'd like you to tell me what's happening here.

Child: One girl had a fight.

Res.: Tell me about this teacher.

Child: She's trying to break it up.

Res.: What kind of person is she?

Child: Old.

Res.: What kind of teacher would she be if she were your teacher?

Child: A first grade teacher.

Res.: What kind of person is she?

Child: I don't know. Mean.

Picture Number One (Positive)

Res.: Okay. Now all these pictures I'm about to show you are about teachers and children. Here's the second one. Tell me what's happening here.

Child: They're looking at pictures.

Res.: Tell me what kind of person this teacher is.

Child: Nice.

Res.: Why do you think she's a nice teacher? (pause) Would you like to have her as a teacher?

Child: I don't know.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: She's talking to a boy.

Res.: Why's she talking to him?

Child: 'Cause he's mad, he won't do any work.

Res.: What kind of teacher is this? What kind of a person is she?

Child: Old.

Res.: What else.

Child: (Didn't say anything)

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: A girl fell.

Res.: Tell me about the teacher.

Child: Helpful.

Res.: Is there anything else about the picture you'd like to tell me?

Child: (Didn't say anything)

Picture Number Five (Negative)

Res.: Tell me about this picture.

Child: Boy is playing with the airplane.

Res.: What's happening here.

Child: Teacher is telling him something.

Res.: What do you think she's telling him?

Child: Quit playing with the airplane.

Res.: Why shouldn't he be playing with the airplane?

Child: 'Cause he's in school.

Res.: Tell me what kind of person this teacher is.

Child: She's old.

Picture Number Six (Negative)

Res.: Anything else? Tell me what's happening in this picture.

Child: Boys got sent out of the room.

Res.: Why did they get sent out?

Child: Playing.

Res.: What's the teacher doing?

Child: Taking down names.

Res.: What kind of person is she?

Child: (Didn't say anything)

Res.: What do you think she's saying to them?

Child: (Didn't say anything)

Res.: Would you like to have her for a teacher?

Child: No.

Res.: Why not?

Child: She looks mean.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me about this picture.

Child: The boy isn't listening to her.

Res.: He isn't listening to her. Why isn't he listening to her?

Child: 'Cause he's looking at something else.

Res.: Tell me what kind of person this teacher is.

Child: Hard working.

Res.: What else?

Child: (Silent)

Res.: Would you like to be in her classroom?

Child: Yes

Res.: Why would you?

Child: She looks nice.

Picture Number Eight (Negative)

Res.: Tell me what's happening in this picture.

Child: She's being helped by the teacher and she don't like it.

Res.: Why doesn't she like it?

Child: She wants to do it for herself.

Res.: Tell me what kind of person this teacher is.

Child: Helpful. And she wears glasses.

Res.: Anything else?

Child: (Silent)

Picture Number Nine (Negative)

Res.: Tell me what's happening in this picture.

Child: Man is talkin' to a little girl.

Res.: What's he talking to her about?

Child: School.

Res.: What's he saying to her?

Child: (Silent)

Res.: What kind of person do you think he is?

Child: Principal.

Res.: Why do you think he's talking to this girl?

Child: 'Cause she won't work.

Res.: Is there anything else about this picture you'd like to tell me?

Child: (Silent)

Child: Matthew Ruiz

School: Jefferson

Father's Occupation: Janitor

Mother's Occupation: Community Action

Age: 9

Sex: Male

Race: Mexican-American  
 Family Size: 7  
 Parents at Home: Both  
 Educational Level of Father: Didn't know  
 Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Negative)

Res.: Tell me what's happening in this picture.

Child: I think those two are mad at each other.

Res.: All right.

Child: And the teacher is letting him talk to her. I guess that's all.

Res.: Tell me what kind of person this teacher is.

Child: She looks kind of like an old woman. She don't look too mean or too nice.

Res.: What else can you tell me about this teacher?

Child: She's not too tall.

Res.: What else can you tell me? What kind of person - What kind of teacher is she?

Child: Well. I guess a nice one.

Res.: All right. Is there anything else you'd like to tell me about this picture?

Child: Well I guess they're going to draw pictures.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: She's with three kids and I guess reading them a storybook.

Res.: All right. Tell me what kind of person this teacher is.

Child: She looks like a nice one.

Res.: Why do you think she looks like a nice one?

Child: Cause of the way she looks.

Res.: Is there anything else about the picture you'd like to tell me?

Child: Well, it looks like the students like her.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: Looks like the teacher is mad at him, he must of done something wrong.

Res.: Tell me what kind of person she is.

Child: She looks like kind of a mean one.

Res.: Is there anything else about the teacher you'd like to tell me?

Child: The boy looks like he's kind of mad, and they all look like they're studying good.



Picture Number Four (Negative)

Res.: Anything else? Okay. Tell me what's happening in this picture.

Child: The teacher just grabbed a hold of her.

Res.: Why did she grab a hold of her?

Child: Because she's telling her something in her ear.

Res.: What kind of person is this teacher?

Child: She looks like she's kind of old.

Res.: Why do you think she grabbed a hold of the girl?

Child: So she could tell her what she wants to tell her.

Res.: If she were your teacher, what kind of teacher would she be?

Child: A nice one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: She must be puttin' on a play.

Picture Number Five (Negative)

Res.: Tell me what's happening in this picture.

Child: The kids are sitting down on chairs and teacher is lookin' outside and he's got something in his hand. Guess he had to stay in from recess.

Res.: Why did he have to stay in from recess?

Child: 'Cause he was bad.

Res.: What's the teacher doing?

Child: Lookin' out the window.

Res.: What do you think she's saying anything to the boy? What do you think she's saying?

Child: Something, like it's a nice day.

Res.: What kind of person do you think she is?

Child: Well, I guess she's not too mean or too nice either.

Res.: Okay, is there anything else about the picture you'd like to tell me?

Child: He must be buildin' something. He's putting it on the window.

Picture Number Six (Positive)

Res.: Okay, tell me what's happening in this picture.

Child: These boys, I guess, are beatin' up on him cause it looks like he been beat up. The teacher's talking to them.

Res.: What do you think she's saying to them?

Child: How come they did it.

Res.: Tell me what kind of person this teacher is.

Child: She looks like a nice one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: It looks like they're studying good too, the students.

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: The teacher is giving an assignment. Looks like she's a nice one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: It don't look like the boy's listening right there.

Res.: Why don't you think he's listening?

Child: 'Cause if he was listening he wouldn't have his head turned.

He must be talking to his friend.

Res.: Is there anything else about the picture you'd like to tell me?

Child: She got something written on the board.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is helping her with her assignment.

Res.: Is there anything else about the picture you'd like to tell me?

Child: It looks like the girl doesn't like the assignment. I guess that's all.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: Is that a teacher or a principal?

Res.: It could be either one.

Child: He's talking to her.

Res.: What's he talking to her about?

Child: It looks like her work.

Res.: What do you think he's saying?

Child: Like he's saying how to do it and that.

Res.: What kind of person do you think he is?

Child: He looks like a nice one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: I don't know anything else.

Child: Leo Silva

School: Jefferson

Father's Occupation: Works for city

Mother's Occupation: Works for Sierra--makes clothes

Age: 10

Sex: Male

Race: Caucasian

Family Size: 4

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

## Description of Behavior:

Picture Number One (Negative)

Res.: Tell me what's happening in this picture.

Child: That boy is talking, looks like that boy is making fun of that girl or something. The girl looks like she's ready to cry or something.

Res.: Tell me about the teacher over here.

Child: She's just lookin'. She lookin' at the girl and she looks like she's kind of mad or something.

Res.: Tell me what kind of person this teacher is.

Child: She's old.

Res.: What other characteristics does this teacher have?

Child: She has glasses.

Res.: What kind of person do you think she is?

Child: Nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: In the background there's some pictures.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're looking at a book and the teacher is looking at the book with them, and that girl over there looks like she's kind of excited.

Res.: Tell me what kind of person this teacher is.

Child: She's a young person.

Res.: What else would she be like?

Child: Nice.

Res.: Okay, is there anything else about the teacher you'd like to tell me?

Child: Those two girls have books.

Picture Number Three (Positive)

Res.: What's happening in this picture?

Child: They're working and that boy right there is looking at a book and some other ones are working.

Res.: What's the teacher doing here?

Child: She's listening to that boy read or something.

Res.: Is there anything else you like to tell me about the picture?

Child: They're both sitting on a chair and that one must be on a table or a desk and he looks like he's listening to her talk or something.

Res.: What do you think she's saying to him?

Child: Work a little bit better or something.

Picture Number Four (Negative)

Res.: Tell me what's happening here.

Child: That lady is talking to that woman and she's grabbed a hold of her arm, that girl looked back and she, she must of said something or did something wrong.

Res.: Tell me about the teacher. Tell me what kind of person she is.

Child: She's kind of old or something and she has glasses on and dark hair and.

Res.: Tell me what she'd be like as a teacher.

Child: To me? Oh, she'd be nice. (reluctantly)

Res.: Is there anything else about the teacher you'd like to tell me?

Child: That must be a coat or something.

Picture Number Five (Negative)

Res.: Tell me what's happening in this picture.

Child: That boy is playing with that, uh, airplane and that boy's lookin' at that woman and that woman looks like she's telling him to put it away or something.

Picture Number Six (Positive)

Res.: Tell me what's happening here in this picture.

Child: She looks like she's telling those boys that they're doing some work and they're, like they don't know what the questions are, they don't know what the answers are and that boy right over there is, I think he's answering the question and that boy has his finger in his mouth. And.

Res.: Tell me what kind of person this teacher is.

Child: She's kind of tall.

Res.: What kind of person is she? What would she be like if you knew her?

Child: I think we'd be pretty nice friends.

Res.: Is there anything else about this picture you'd like to tell me?

Child: Out in the background there's some tables, a, children back there, working.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The woman is talking to the students and that boy is looking the other way, not listening and that lady is wearing glasses, she has dark hair, she's wearing a white dress.

Res.: Tell me what kind of person she is. What is she like.

Child: She's kind of young.

Res.: But what else would she be like?

Child: She'd be like a nice person.

Res.: Is there anything else about the pictures you'd like to tell me?

Child: There's a blackboard back there and there's some things written on it, words or something.

Picture Number Eight (Positive)

Res.: Okay, tell me what's happening in this picture.

Child: That girl's listening to that lady and she has a hand on her cheek.

That lady's holding a pencil and there's some scissors by her.

Res.: What do you think this lady is talking to this girl about?

Child: About some art or something.

Res.: Tell me what kind of person this teacher is.

Child: She has glasses on and she looks like she has dark hair and I can't tell. She looks like she's young and nice.

Res.: There anything else about the picture you'd like to tell me?

Child: There's something back there and that lady has a chain or something.

That girl looks like she didn't know what to do and that girl has a checkered dress and it looks like she has blonde hair.

Picture Number Nine (Negative)

Res.: Tell me what's happening in this picture.

Child: It looks like the principal is talking to the girl and the girl looks like she's kind of disgusted or something and.

Res.: What do you think he's talking to her about?

Child: Like he did something wrong--she did something wrong. In the background those girls look like they're just working and that man has a suit on it looks like those are papers and in the background it looks like there's a blanket or something.

Res.: I'd like you to tell me more about the teacher, what kind of person is he? What would he be like if you knew him?

Child: I think we'd get along just right.

Res.: Okay, is there anything else about the picture you'd like to tell me?

Child: It looks like she did something wrong, and like she's mad and feels bad 'cause she might get punished for it and she has a pencil in her hand.

Child: Curtiz Prieto

School: Jefferson

Father's Occupation: Didn't know.

Mother's Occupation: Didn't know, but works

Age: 9

Sex: Male

Race: Mexican-American

Family Size: 8

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

## Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: That I think these two was fighting and the teacher's talking to these two.

Res.: What's she saying to them?

Child: I think she don't want to see them fighting again.

Res.: Tell me what kind of person she's like.

Child: Kind of a nice one.

Res.: Anything else?

Child: (Silent)

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: That she's reading a story to these guys and they, and these people right here are listening to her and they're looking at the pictures.

Res.: Tell me what kind of person this teacher is.

Child: Kind of nice.

Res.: Why do you think she's nice?

Child: 'Cause she reads stories.

Res.: Is there anything else about the picture you'd like to tell me?

Child: (Silent)

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: That he was reading a book and I think he got in trouble.

Res.: All right, what's the teacher doing?

Child: She's talking to him about the story.

Res.: Anything else about the teacher?

Child: Kind of nice.

Res.: What do you think she's saying to the boy?

Child: I don't know.

Res.: Can you just make up something she might be saying?

Child: That she wants him to read the story?

Res.: What ever you think.

Child: I don't know.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: That the teacher shook her and that she got in trouble and the teacher's talking to her.

Res.: Okay, is there anything else about this picture you'd like to tell me?

Child: That the teacher don't want her doing it again.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture, Curtis.

Child: What's that?

Res.: It looks like a little airplane to me.

Child: Oh, okay. That the teacher's talking to him about the airplane and he's got the airplane in his hand.

Res.: What was she talking to him about the airplane for?

Child: I don't know.

Res.: What do you think she might be saying?

Child: That that's a nice airplane.

Res.: Okay. Tell me what kind of person this teacher is.

Child: A nice person.

Res.: Is there anything else about the picture you'd like to tell me?

Child: (Silent)

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: That the boy's standing up and she is giving him a piece of paper. She's a nice teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: That's she's teaching the whole class something.

Res.: Tell me what kind of person she is.

Child: Nice?

Res.: Is there anything else about her you'd like to tell me?

Child: No.

Picture Number Eight (Negative)

Res.: Tell me what's happening in this picture.

Child: That the teacher's talking to her and she's kind of sad.

Res.: What's the teacher talking to her about?

Child: About she got in trouble. She's telling her not to do it again.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Negative)

Res.: Tell me what's happening in this picture.

Child: That this girl got in trouble and he's talking to her telling her not to do it again.

Res.: Is there anything else about the picture you'd like to tell me?

Child: He's about a nice teacher.

Res.: Okay.

Child: Crucita Chavez  
School: Jefferson  
Father's Occupation: Deceased  
Mother's Occupation: Housewife  
Age: 11  
Sex: Female  
Race: Caucasian  
Family Size: 6  
Parents at Home: Mother  
Educational Level of Father: Didn't graduate from high school.  
Educational Level of Mother: Didn't graduate from high school

Description of Behavior:  
None of her interview was recorded.

Child: Margaret Lawson  
School: Jefferson  
Father's Occupation: Doesn't work. On Social Security.  
Mother's Occupation: Housewife  
Age: 10  
Race: Caucasian  
Family Size: 4  
Parents at Home: Both  
Educational Level of Father: Eighth grade  
Educational Level of Mother: High school graduate

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, the little girl looks like she's going to bawl or something.  
And the teacher's standing by her. I don't know what the teacher's doing. And the boy I guess, is talking to her and I don't know what else.

Res.: Tell me what kind of person this teacher is.

Child: She looks like a nice person.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: I guess some of the kids and the teacher is gathering 'em up for class or something and the teacher looks very nice and so does the kids.



Res.: Is there anything else about the picture you'd like to tell me?  
 Child: No.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: I guess the boy done something wrong and his teacher is---  
 the boy is talking to the other boy that is leaning back on his  
 desk and there's several other boys by him and I guess he's  
 looking at a book.

Res.: What's the teacher doing in this picture.

Child: Where's the teacher? Oh! Well, I guess she's talking to him.

Res.: What do you think she's talking to him about?

Child: I guess he done something wrong.

Res.: Is there anything else about the picture you'd like to tell me?

Child: I don't know.

Picture Number Four (Neutral)

Res.: Tell me what's happening in this picture.

Child: Well, let's see. Is that a mother or a teacher?

Res.: A teacher. All of these are about teachers.

Child: Oh. This girl's teacher is talking to the girl. She looks very  
 nice, so does the girl.

Res.: What do you think the teacher is talking to the girl about?

Child: I don't know.

Res.: Is there anything about the picture you'd like to tell me?

Child: No.

Picture Number Five (Negative)

Res.: Tell me what's happening in this picture.

Child: Well this boy's playing with his airplane, and it's a very sunny  
 day outside and the teacher looks nice and I think the teacher  
 doesn't want the boy to play with his airplane in the classroom  
 anymore while he's in school.

Res.: Is there anything else about the teacher you'd like to tell me?

Child: (Silent)

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: I guess they're scoreboards and the teacher has them all lined up  
 and the teacher is really nice, she looks like it. She has a piece  
 of paper in her hand; and she, I can't remember. And she probably  
 stopping them from doing something or other.

Res.: Is there anything else about the picture you'd like to tell me?

Child: (Silent)

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: Well, there's a boy and the teacher's drawing a school and I guess the boy's talking. And the teacher looks very nice. And I guess there's an assignment on the board for them to do and the boy's not doing it.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher's helping the girl out and the girl hardly listens and she has a pretty dress on and the teacher looks nice.

Res.: What do you think the teacher is talking to the girl about.

Child: I guess she's trying to help her with her work or something.

Res.: Okay. Is there anything else about the picture you'd like to tell me?

Child: (Silent)

Picture Number Nine (Negative)

Res.: Tell me what's happening in this picture.

Child: It's a man teacher and that's a girl and I guess he's talking to her about something. I don't know.

Res.: What do you think he's talking to her about?

Child: I guess he's scolding her because she hardly does her work.

Res.: Is there anything else about the picture you'd like to tell me?

Child: There's some chairs behind the man. I guess that's all.

Child: Toni Gay

School: Jefferson

Father's Occupation: Job Corp

Mother's Occupation: St. Benedict's Hospital - works in records

Age: 9 1/2

Sex: Female

Race: Negro

Family Size: 3

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: I think the teacher's asking him a question.

Res.: What do you think the question might be?

Child: If. I'm not sure. They might be mad at each other..

Res.: What do you think the teacher is doing?

Child: If they're mad at each other, she's probably trying to break it up.

Res.: What kind of person do you think this teacher is?

Child: Nice.

Res.: Is there anything else about the picture you'd like to tell me?

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're looking in a book. And I think they're down at the library getting books.

Res.: Tell me what kind of person this teacher is.

Child: She looks nice.

Res.: Anything else about the picture you'd like to tell me?

Child: (Silent)

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: Is that the teacher right there?

Res.: Yes.

Child: The teacher's talking to that boy about maybe his language or his math.

Res.: Can you tell me what kind of person that teacher is?

Child: Sort of---I guess she's nice.

Res.: What do you think she might be saying about his language or math?

Child: She might tell that if he does it good he might get to do something special or if he does it bad he might have to do it over or something.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: It looks like she fell down and hurt herself.

Res.: What's the teacher doing?

Child: Maybe helping her.

Res.: Tell me what kind of person she is.

Child: Helpful.

Res.: Anything else you'd like to tell me about the picture?

Child: (Silent)

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: I think he has something for show and tell, and he might be telling the class about it and the teacher might be telling him that it's very nice.

Res.: Tell what kind of person this teacher is.

Child: Pretty.

Res.: Anything else about the picture you'd like to tell me, Toni?

Child: No.

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: They might be bad and she has to take their names down and send them to the office.

Res.: Anything else about this picture you'd like to tell me?

Child: And there's kids in there working.

Picture Number Seven (Negative)

Res.: Tell me what's happening in this picture.

Child: He's not listening to the teacher.

Res.: Why isn't he listening to her?

Child: He might be mad.

Res.: Why do you think he might be mad?

Child: He might of had too much work and he didn't know how to do it and she might not of helped him.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: She's bored probably. She's doing art and she's listening to her teacher what to do.

Res.: Tell me what kind of person this teacher is.

Child: She's helpful.

Res.: Anything else about this picture you'd like to tell me?

Child: And kind too.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: That looks like a teacher and he's helping her with something. She didn't know how to do it so she might of raised her hand and he came to help her.

Res.: What kind of person do you think this teacher is?

Child: Nice.

Child: Regina Gallegas

School: Jefferson

Father's Occupation: Operates machinery

Mother's Occupation: Housewife

Age: 9

Sex: Female

Race: Mexican-American

Family Size: 7

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture, Regina.

Child: They're trying to figure out something.

Res.: What are they trying to figure out?

Child: I don't know.

Res.: What do you think the teacher is doing?

Child: Trying to settle something to them or something.

Res.: Tell me what kind of person you think she is.

Child: Well, kind of like a nice one.

Res.: Anything else about this picture you'd like to tell me?

Child: I don't know. No, I don't think so.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're kind of like reading a book.

Res.: All right.

Child: And they're all trying to read it.

Res.: Tell me what kind of teacher this lady is.

Child: A young one and she looks like she's nice.

Res.: Anything else about the picture you'd like to tell me?

Child: That that's a nice class?

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: They're studying and the teacher's trying to help that boy.

Res.: What kind of person do you think that teacher is?

Child: She looks kind of mean.

Res.: Anything else about the picture you'd like to tell me?

Child: They're all busy working hard.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: She's telling her something.

Res.: What do you think she's telling her?

Child: I don't know. Trying to tell her to do something or be quiet.

Res.: Anything else about the picture you'd like to tell me?

Child: That it's, well, it's pretty.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: They're kind of like doing something or playing. It's really pretty outside and sunny.

Res.: Tell me what kind of person this teacher is.

Child: She's a nice one, you can tell, the way she looks.

Res.: Anything else you'd like to tell me?

Child: That it's pretty.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: They're talking about something.

Res.: What do you think they're talking about?

Child: Spelling or math taking a test or something.

Res.: Why do you think they're outside instead of in a classroom?

Child: 'Cause they're studying alone or something with some other kids in the class. They have to settle something, a fight or something.

Res.: What kind of person do you think this teacher is?

Child: She looks nice.

Res.: Anything else about the picture you'd like to tell me?

Child: No, I don't think so.

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: He's not listening to what the teacher says.

Res.: What is the teacher saying?

Child: She's telling them to read their books or something and he's not listening.

Res.: What kind of person do you think this teacher is?

Child: (pause) She looks nice.

Res.: Anything else about the picture you'd like to tell me?

Child: (Silent)

Picture Number Eight (Neutral)

Res.: Tell me what's happening in this picture.

Child: She's just looking at her. She's not listening.

Res.: Tell me about the teacher.

Child: She trying to tell the girl what to do or something.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: He's helping her on a test.

Res.: Can you tell me what kind of person he is?

Child: Kind of like a nice one.

Res.: Anything else about the picture you'd like to tell me?

Child: That the man is kind of like an important person that helps a lot.

Child: Joyce Sosa

School: Jefferson

Father's Occupation: Loads boxes

Mother's Occupation: Housewife

Age: 10

Sex: Female

Race: Mexican-American

Family Size: 8

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

#### Description of Behavior:

##### Picture Number One (Negative)

Res.: Tell me what's happening in this picture, Joyce.

Child: Looks like she's sad, and he's laughing and there's the teacher.

Res.: What's the teacher doing?

Child: Staring at her.

Res.: Why is she looking at the little girl?

Child: She's crying?

Res.: What's the teacher doing?

Child: She mad? Looks like at the little girl.

Res.: Anything else about the picture you'd like to tell me?

Child: There's some art pictures and a chalkboard and a piece of paper and a door.

##### Picture Number Two (Negative)

Res.: Tell me what's happening in this picture.

Child: They're looking at a book.

Res.: What's the teacher doing?

Child: She's looking at it too.

Res.: What kind of person is she?

Child: mm A lady?

Res.: What kind of a teacher would she be?

Child: To me she looks like a mean.

Res.: Anything else you'd like to tell me about the picture?

Child: There's a pole.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: He's mad and the teacher's talking to him.

Res.: What's she talking to him about?

Child: Not doing his work or not reading.

Res.: Is there anything else about the picture you'd like to tell me?

Child: There's boys and a window.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: Looks like a mom.

Res.: This is a teacher.

Child: That's a teacher? She's grabbing that little girl by the hand and putting her down in a chair. And---just curtains.

Res.: Anything else about the picture you'd like to tell me?

Child: That's all.

Picture Number Five (Neutral)

Res.: Tell me what's happening in this picture.

Child: He's making something and the teacher's talking to him and looking out the window.

Res.: What do you think she's talking to him about?

Child: What's he making and that little house.

Res.: What kind of a person do you think this teacher is?

Child: Probably a nice one.

Res.: Anything else about the picture you'd like to tell me?

Child: There's snow out the window. And then it looks like a wall.

Picture Number Six (Negative)

Res.: Okay, tell me what's happening in this picture.

Child: She's talking to a man; he must of been fighting her, he's mad. He's just standing there, she's talking to him. There's girls and boys in the class. And the teacher is talking to this boy here.

Res.: What's she telling him?

Child: How come he got in a fight or who started it. They must of come in late and they're going to be taken to principal's office.

Picture Number Seven (Negative)

Res.: Tell me what's happening in this picture.

Child: The teacher's telling the class something and the little boy is looking this way. This one.

Res.: What kind of a person is this teacher?

Child: Could be nice or mean or ---

Res.: What kind do you think she is?



Child: Mean.

Res.: Anything else about the picture?

Child: (Silent)

Picture Number Eight (Neutral)

Res.: Tell me what you think is happening in this picture.

Child: She's just talking to the little girl. She's probably sick.

Res.: What---

Child: Maybe mad, or she don't want to do her work.

Res.: What do you think the teacher is talking to the little girl about.

Child: Probably are you sick and can't you do your work, and about what's wrong.

Picture Number Nine (Positive)

Res.: Okay, tell me what's happening in this picture.

Child: She's just talking to the little girl, she has a pencil in her hand.

Res.: What's the teacher talking to the little about?

Child: What's the matter or aren't you feeling good or is the work too hard.

Res.: What kind of a person do you think he is?

Child: Nice.

Res.: Anything else about the picture you'd like to tell me?

Child: (Silent)

Child: Anita Chavez

School: Jefferson

Father's Occupation: Mechanic

Mother's Occupation: Housewife

Age: 9

Sex: Female

Race: Mexican-American

Family Size: 9

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Third grade

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: That boy is talking to that girl.

Res.: What's the teacher doing?

Child: Watching them, listening to them.

Res.: What kind of a person do you think this teacher is?

Child: A good teacher.

Res.: Anything else about the teacher you'd like to tell me?

Child: Maybe that they're introducing that girl to that boy.

Picture Number Two (Positive)

Res.: Tell what's happening in this picture.

Child: They're reading a book. They're picking out books. The teacher is helping them.

Res.: Tell me what kind of person that teacher is.

Child: A good, young teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: Some are doing work and some are reading books and that boy is talking to that other boy.

Res.: This is the teacher right here.

Child: And the teacher's helping them read?

Res.: What kind of a person do you think she is?

Child: A helpful teacher?

Res.: Is there anything else about the picture you'd like to tell me?

Child: She likes to help people.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: I guess she fell and she's the teacher helping her.

Res.: What kind of teacher do you think she is?

Child: A helpful.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is looking out the window.

Res.: What kind of a person do you think this person is?

Child: A good teacher.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is asking them questions. And the boy, I guess she wants him to do something before they go in the classroom

Res.: Anything else about the picture you'd like to tell me?

Child: When she says she's going to do something, she she does it.

Picture Number Seven (Positive)

Res.: What's happening in this picture?

Child: That boy is looking at another person. That teacher's talking.

Res.: What is she talking about?

Child: Probably lots of things.

Res.: What kind of a person do you think this teacher is.

Child: A helpful teacher.

Res.: Anything else you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is trying to help her do some math or paint or something.

Res.: What kind of a teacher do you think this teacher is?

Child: Helpful.

Res.: Anything else about this picture you'd like to tell me?

Child: That girl is watching the teacher how she does it.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: That man is helping that girl.

Res.: What is he helping her with?

Child: Her work.

Res.: What kind of a person do you think he is?

Child: Helpful.

Res.: Anything else about the picture you'd like to tell me?

Child: She's listening to him so she'll know what to do.

Child: Lori Ann Nasfell

School: Jefferson

Father's Occupation: Hill Field

Mother's Occupation: Works--didn't know where

Age: 9

Sex: Female

Race: Caucasian

Family Size: 8--1 foster brother

Parents at Home: Both

Educational Level of Father: High school graduate

Educational Level of Mother: High school graduate

## Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what is happening in this picture, Lori Ann.

Child: I guess the girl is just looking at the boy--she got through drawing on the board.

Res.: What's the teacher doing?

Child: Watching.

Res.: What kind of a person is this teacher?

Child: A art teacher.

Res.: What's she like as a teacher?

Child: Pretty nice.

Res.: Anything else about the picture you'd like to tell me?

Child: The girl has a sad look on her face.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're reading a book and that girl is holding a book in her hand.

Res.: Tell me what kind of a person this teacher is.

Child: A reading teacher. She helps the kids. She looks like she'd be nice.

Res.: Anything else about the teacher you'd like to tell me?

Child: (Silent)

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: Well, the boy is not doing his work. The teacher talked to him about something and he has a sad look on his face too.

Res.: What do you think the teacher is talking to him about?

Child: About doing his work. He should study.

Res.: Anything else about the picture?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, it looks the girl fell and a teacher or something went to help her up. She's helping here by her arm.

Res.: What kind of a person is this teacher?

Child: A teacher that helps someone work.

Picture Number Five (Negative)

Res.: Tell me what's happening in this picture.

Child: The boy has an airplane in his hand and he's looking at the teacher and it looks like the teacher is looking at him. She's telling him to put the airplane down.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: This boy has his hand in his pocket and this boy has his hands in back of him, this one has his pencil in his mouth. It looks like this one is holding something and the teacher is telling them what to do on some paper.

Res.: What kind of a person is this teacher?

Child: (Silent)

Res.: What's the teacher telling them?

Child: They been playing in something and that and the teacher is talking to them about not playing.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: Well the teacher that's through writing on the board turns around and talks to the students and it looks like this one turned his head to somebody else.

Res.: What kind of a person do you think this teacher is?

Child: A spelling teacher?

Res.: Yes, but what's she like? What kind of a person is she?

Child: Oh, nice.

Res.: Is there anything else about the teacher you'd like to tell me?

Child: No.

Picture Number Eight (Negative)

Res.: Tell me what's happening in this picture.

Child: The girl looks like she's listening to a boy or a teacher. Ya, to the teacher. She looks like she's mad at somebody.

Res.: Who do you think she's mad at?

Child: The teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: (Silent)

Picture Number Nine (Negative)

Res.: Tell me what's happening in this picture.

Child: Well this man teacher goes and talk to this girl 'cause she's not doing her work. She has a pencil in her hand.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Child: Carinna Kenney  
 School: Jefferson  
 Father's Occupation: Isn't working  
 Mother's Occupation: Housewife  
 Age: 9  
 Sex: Female  
 Race: Caucasian  
 Family Size: 6  
 Parents at Home: Divorced--Mother at home  
 Educational Level of Father: Didn't know  
 Educational level of Mother: Tenth grade

Description of Behavior:

Picture Number One (Neutral)

Res.: Tell me what's happening in this picture.

Child: The teacher is talking to the children.

Res.: What is she talking to them about?

Child: (Silent)

Res.: What do you think she's saying to them.

Child: (Silent)

Res.: Tell me what kind of person this teacher is.

Child: A nice person.

Res.: What else can you tell me about this picture?

Child: (Silent)

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: The children are looking at books.

Res.: Tell me what kind of person this teacher is.

Child: She's a nice person.

Res.: Is there anything else about this picture you'd like to tell me?

Child: The teacher is helping her find something in the books.

Picture Number Three (Neutral)

Res.: Tell me what's happening in this picture.

Child: The children are looking in the books.

Res.: What's happening here with this teacher and this little boy?

Child: They're talking.

Res.: What are they talking about? What do you think she's saying to him?

Child: I don't know.

Res.: Sometimes we have to make up what we think she might be saying. Let's just kind of make believe and think of something she might be saying to him.

Child: (Silent)

Res.: What do you think she might be talking about?

Child: Books.

Res.: What do you think they might be saying about books?

Child: They help you find things you're looking for.

Res.: What kind of a person do you think that teacher is?

Child: A person that helps children.

Res.: Okay, is there anything else about the picture you'd like to tell me?

Child: No.

#### Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: The teacher's talking to the little girl about something she did.

Res.: What's she talking to her about? What's she saying to her.

Child: I don't know.

Res.: Tell me what kind of person this teacher is.

Child: A nice person.

Res.: All right. Is there anything else about this picture you'd like to tell me?

Child: (Silent)

#### Picture Number Five (Neutral)

Res.: Tell me what's happening in this picture.

Child: The teacher's talking to the boy?

Res.: What's she talking to him about?

Child: (Silent)

Res.: What do you think she might be saying to him?

Child: I can't think of nothing.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

#### Picture Number Six (Negative)

Res.: What's happening in this picture?

Child: The teacher's talking to the boys.

Res.: What's the teacher telling them?

Child: They might of did something wrong?

Res.: What kind of a person do you think this teacher is?

Child: A nice person.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

#### Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: The teacher's talking to the children.

Res.: What's she talking to them about?

Child: About their work.

Res.: What kind of a person do you think she is?

Child: A nice person.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is helping the girl.

Res.: What kind of a person do you think this teacher is?

Child: A nice one.

Res.: Anything else about this picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: What's happening in this picture?

Child: He's talking to the girl.

Res.: What's he talking to the girl about?

Child: Her work.

Res.: What about her work?

Child: Just helping her with some problems.

Res.: Anything else about the picture you'd like to tell me.

Child: (Silent)

Child: Danny Ruff

School: Jefferson

Father's Occupation: Stevens Canning Company--cans

Mother's Occupation: Housewife

Age: 9

Sex: Male

Race: Caucasian

Family Size: 10

Parents at Home: Both

Educational Level of Mother: Didn't know

Educational Level of Father: Didn't know

Description of Behavior:

Picture Number One (Neutral)

Res.: Tell me what's happening in this picture, Danny.

Child: They was in a fight. That lady is trying to stop it.

Res.: What do you think she's doing?

Child: Telling them to stop fighting.

Res.: What else can you tell me about this teacher?

Child: She's got a round face.

Res.: What kind of a person do you think she is?

Child: An old person.



Res.: Anything else about the picture you'd like to tell me? No?  
 Okay.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.  
 Child: They're studying about something in a book.  
 Res.: Tell me what kind of a person you think this teacher is.  
 Child: a nice teacher.  
 Res.: Can you tell me anything else about the picture?  
 Child: No.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture, Danny.  
 Child: That boy is frowning at her.  
 Res.: That's the teacher. Why do you think he's frowning at her?  
 Child: He's mad.  
 Res.: Why do you think he's mad?  
 Child: I don't know.  
 Res.: What do you think the teacher is doing?  
 Child: Making him study.  
 Res.: Is there anything else about the picture you'd like to tell me?  
 Child: No.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.  
 Child: That lady is telling that girl something.  
 Res.: What do you think the teacher is telling the girl?  
 Child: Be quiet.  
 Res.: Anything else about this picture you'd like to tell me?  
 Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.  
 Child: That boy is making something.  
 Res.: What's the teacher doing?  
 Child: Looking out the window.  
 Res.: What kind of a person do you think she is?  
 Child: A nice one. A nice teacher.  
 Res.: Is there anything else about that picture you'd like to tell me?  
 Child: (Silent)

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.  
 Child: All those boys are standing by the wall.  
 Res.: Why are those boys standing by the wall?

Child: They did something wrong.

Res.: Okay, what's the teacher doing?

Child: Asking 'em questions.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: That boy is looking that way. That teacher is talking to him.

Res.: Why is he looking the other way?

Child: He's looking at something.

Res.: Do you notice anything else you could tell me about this picture?

Child: No.

Picture Number Eight (Positive)

Res.: This is picture No. 8. Tell me what's happening in this picture.

Child: That girl is looking at her teacher.

Res.: Why is she looking at the teacher?

Child: I don't know.

Res.: Why do you think she might be looking at the teacher?

Child: The teacher is telling her what to do.

Res.: What kind of a person do you think this teacher is?

Child: A nice one.

Res.: Is there anything else about the teacher you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: That man is telling that girl to do something. He's talking to her.

Res.: What do you think he might have told her to do?

Child: How to do something.

Res.: What kind of a person do you think he is?

Child: Understanding.

Res.: Anything else you could tell me about this picture?

Child: No.

Child: Robert Blancae

School: Jefferson

Father's Occupation: Defense Depot--makes boxes

Mother's Occupation: Housewife

Age: 10

Sex: Male

Race: Mexican-American

Family Size: 6

Parents at Home: Both

Educational Level of Father: Sixth grade

Educational Level of Mother: High school graduate

Description of Behavior:

Picture Number One (Negative)

Res.: Tell me what's happening in this picture.

Child: That boy did something wrong to that girl.

Res.: What else is happening?

Child: He's getting in trouble by the teacher.

Res.: Is there anything else about this picture you'd like to tell me?

Child: She looks mad.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture, Robert.

Child: They're reading a book together.

Res.: Can you tell me about the teacher?

Child: She's reading.

Res.: What kind of a person do you think this teacher is?

Child: A reading.

Res.: What do you think she's like?

Child: Nice.

Res.: Is there anything else about this picture you'd like to tell me?

Child: (Silent)

Picture Number Three (Negative)

Res.: What's happening in this picture?

Child: He's reading to the teacher.

Res.: Tell me what kind of person this teacher is.

Child: She teaches reading.

Res.: What do you think she's saying to this boy?

Child: To read.

Res.: Would you like to have her for a teacher?

Child: No.

Res.: Why not?

Child: Because I have it all day.

Res.: Can you tell me anything else about the teacher?

Child: (Silent)

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: She's telling her not to fool around.

Res.: Okay, is there anything else about this picture you'd like to tell me?

What else can you tell me?

Child: That she wants her to read.

Res.: Is there anything else about the picture you can tell me?

Child: (Silent)

Picture Number Five (Positive)

Res.: Okay, tell me what's happening in this picture.

Child: She sees him building something.

Res.: What do you think she's saying to him?

Child: She likes what he built.

Res.: What kind of a person do you think this teacher is?

Child: Nice.

Res.: Is there anything else about the picture you can tell me?

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: Those kids were doing bad. She's reporting them.

Res.: Anything else?

Child: (Silent)

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: He's not listening to the teacher.

Res.: What's the teacher saying?

Child: She's giving the others work to do.

Res.: What kind of person do you think this teacher is?

Child: A good teacher.

Picture Number Eight (Positive)

Res.: Anything else you can tell me? Tell me what's happening in this picture.

Child: She's listening to what she's telling her to do.

Res.: What's he telling her to do?

Child: To write something.

Res.: What kind of a person do you think this teacher is?

Child: A nice one.

Picture Number Nine (Positive)

Res.: Tell me about this picture.

Child: She's hardly doing the work and he's telling her how to do it.

Res.: What kind of a person do you think he is?

Child: A good one.

Res.: Anything else about the picture you'd like to tell me? Okay.

Child: Daniel Barnett  
 School: Jefferson  
 Father's Occupation: Hill Field--unloads trucks  
 Mother's Occupation: Housewife  
 Age: 9  
 Sex: Male  
 Race: Caucasian  
 Family Size: 8  
 Parents at Home: Both  
 Educational Level of Father: Eighth grade  
 Educational Level of Mother: High school graduate

Description of Behavior:

Picture Number One (Neutral)

Res.: Tell me what's happening in this picture, Daniel.  
 Child: It looks like they're having a fight or a discussion over something.  
 Res.: Tell me about the teacher.  
 Child: I can't get a good look at her very well.  
 Res.: Tell me about her from what you can see.  
 Child: She's about in her eighty's. She wears glasses.  
 Res.: What kind of a person do you think she is.  
 Child: I don't know. Probably a nice person. It's only the mean teacher's  
     I've known that turned out to be real nice ones.  
 Res.: Is there anything else about the picture you can tell me?  
 Child: No.

Picture Number Two (Positive)

Res.: Tell what's happening in this picture.  
 Child: They're reading. The teacher's trying to help and discuss  
     these things.  
 Res.: What kind of a person do you think she is?  
 Child: A nice person.  
 Res.: Anything else about the picture you can tell me?  
 Child: Nothing much more just the discussion and to watch them.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.  
 Child: Either he's in trouble or there's a discussion or something.  
 Res.: Is there anything else about this picture you can tell me?  
 Child: These here are studying and the discussion, she's getting mad  
     at him.  
 Res.: What do you think they're discussing?  
 Child: mmm About his work and what he's been doing.  
 Res.: Anything else about that picture?  
 Child: No.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: She's getting in trouble.

Res.: What's she getting in trouble about?

Child: Probably for doing something wrong.

Res.: Anything else about the picture you can tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: He's playing with some airplanes. He's looking up and she's talking to him.

Res.: What's she talking to him about?

Child: Probably about what he's doing and the weather and everything else outside.

Res.: What kind of a person do you think she is?

Child: Real nice.

Res.: Anything else about the picture you can tell me?

Child: This background looks pretty good but--

Picture Number Six (Negative)

Res.: What can you tell me about this picture?

Child: These boys are getting in trouble because usually when you see somebody get in trouble they're in class but they're outside in the hall, they're not at their desks or anything like this. So they're having a discussion about something they did wrong or something.

Res.: Is there anything else about this picture you'd like to tell me?

Child: The teacher looks like a nice person. That tree's nice over there.

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: He's not paying much attention to the teacher or not listening to her. Maybe he's looking at his friend and talking to him or listening to him. The teacher looks nice.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: She's having a discussion with the teacher.

Res.: What are they discussing?

Child: Probably about her work.

Res.: What about her work?

Child: Probably she's been doing something wrong and she's trying to straighten her out.

Res.: Is there anything else you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: This man is helping her with her work and explaining things more easily for her.

Res.: Is there anything else you'd like to tell me?

Child: No. Nothing I can see except the background.

Child: Erick Stone

School: Jefferson

Father's Occupation: Didn't know

Mother's Occupation: Housewife

Age: 9

Sex: Male

Race: Negro

Family Size: 4

Parents at Home: Mother

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't finish high school.

## Description of Behavior:

Picture Number One (Negative)

Res.: Tell me what's happening in this picture.

Child: The little boy hit the girl and the boy claims he didn't hit her. The teacher is over talking to the boy.

Res.: What do you think the teacher is saying to the boy?

Child: "Did you hit her?" and the boy goes "No," and the little girl goes, "Yes you did." And the little boy goes "No." She asks the little girl who hit her and the little girl goes, "Him." And the little boy goes "No I didn't." "You did it." "No I didn't," then the teacher says, "Go sit down in your seat."

Res.: What else can you tell me about this teacher?

Child: She has curly hair, kind of old.

Res.: What kind of a person do you think she is?

Child: An old person.

Res.: What else do you think she's like? What kind of a teacher would she be?

Child: A mean teacher.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: This little boy is reading in a book and these three girls are listening to him. The boy is still reading.

Res.: Tell me about this teacher.

Child: She's staring at the book.

Res.: What kind of a person do you think she is?

Child: A nice teacher.

Res.: Is there anything else you'd like to tell me about this picture?

Child: No.

Picture Number Three (Negative)

Res.: Tell me about this picture.

Child: The boy wasn't doing his work and the teacher told him to. And the boy thinks he was but he isn't and the teacher's telling him how to do it. She's telling him to read the book and not to play.

Res.: Is there anything else you'd like to tell me about this picture?

Child: No.

Picture Number Four (Negative)

Res.: Tell me what's happening here in this picture.

Child: The teacher's getting mad at the little girl.

Res.: Why is she getting mad at her?

Child: She did something wrong.

Res.: Is there anything else about the picture you can tell me?

Child: No.

Picture Number Five (Positive)

Res.: Can you tell me what's happening in this picture?

Child: The little boy is showing the teacher what he made. He made an airplane and the teacher goes, "that's nice."

Res.: What else can you tell me about this teacher?

Child: She's old. She has kind of curly hair. She's wearing a necklace.

Res.: What kind of a person do you think she is?

Child: A nice teacher.

Res.: Is there anything else about this teacher you'd like to tell me?

Child: No.

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: These four boys did something what they're not supposed to do and she's taking down their names.

Res.: Is there anything else about the picture you'd like to tell me?  
Okay.

Picture Number Seven (Negative)

Res.: Tell me what's happening in this picture.

Child: This teacher is explaining spelling or math and this little boy is looking over here.

Res.: Why do you think he's looking over there?



Child: He's looking at somebody.

Res.: Tell me what kind of person this teacher is.

Child: Mean.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher's talking to the little girl 'cause she don't know how to do what's she's doing right now. And the teacher's explaining---she's doing something like art or something.

Res.: Is there anything else about the picture you'd like to tell me about this picture?

Picture Number Nine (Negative)

Res.: What can you tell me about this picture?

Child: The principal is talking to the little girl.

Res.: What's he talking to her about?

Child: Doing her work.

Res.: What about her work?

Child: She's slow on her work and she don't want to do her work

Res.: What do you think he's saying to her?

Child: "You got to do your work or you'll get suspended."

Res.: Is there anything else you'd like to tell me about the picture?

Child: No.

Child: Peter Woeber

School: Jefferson

Father's Occupation: Divorced--didn't know

Mother's Occupation: Hill Field--restaurant

Age: 10

Sex: Male

Race: Mexican-American

Family Size: 2

Parents at Home: Mother

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't finish high school

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: Looks like the boy hit the girl.

Res.: What else?

Child: The girl's crying.

Res.: What's the teacher doing?  
 Child: Staring at her.  
 Res.: What do you think the teacher might be saying?  
 Child: What happened?  
 Res.: What kind of person do you think this teacher is?  
 Child: I don't know.  
 Res.: What do you think she might be like?  
 Child: Kind.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.  
 Child: They're reading.  
 Res.: What kind of teacher, what kind of person this teacher is.  
 Child: Helpful.  
 Res.: Is there anything else about the picture you'd like to tell me?  
 Child: No.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.  
 Child: The class is working.  
 Res.: Tell me about this teacher and this boy.  
 Child: It looks like the boy ain't working, the teacher's trying to get him to work.  
 Res.: What do you think she's saying to him?  
 Child: Get to work.  
 Res.: Is there anything else about the picture you'd like to tell me?  
 Child: No.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.  
 Child: The teacher is grabbing hold of the girl.  
 Res.: Why is she grabbing her?  
 Child: I don't know.  
 Res.: Is there anything else you'd like to tell me about the picture?  
 Child: No.

Picture Number Five (Neutral)

Res.: Tell me what's happening in this picture.  
 Child: He's playing with an airplane.  
 Res.: What do you think the teacher is saying to him.  
 Child: What are you doing?  
 Res.: What kind of a person do you think this teacher is.  
 Child: Good?  
 Res.: What else can you tell me about this picture?  
 Child: I don't know.

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: It looks like the boys done something.

Res.: What do you think the boy's have done?

Child: They been bad, I guess.

Res.: What else can you tell me about this picture?

Child: The teacher's marking something.

Res.: Is there anything else you can tell me about this picture?

Child: No.

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: The teacher's saying something. The boy is looking the other way.

Res.: Why do you think he's looking the other way?

Child: Probably 'cause he thinks its boring.

Res.: What do you think the teacher's saying?

Child: Do some work.

Res.: Anything else you can tell me?

Child: No.

Picture Number Eight (Negative)

Res.: Tell me what's happening in this picture.

Child: It looks like she's bored or something.

Res.: What do you think she's bored with?

Child: The teacher.

Res.: What else can you tell me about this picture?

Child: She's staring at the teacher.

Res.: Anything else?

Child: No.

Picture Number Nine (Negative)

Res.: Tell me what's happening in this picture.

Child: She's just talking to the girl.

Res.: What's he talking to her about?

Child: School work.

Res.: What about her schoolwork?

Child: Probably thinks it's hard.

Res.: What do you think he might be saying to her?

Child: You can do better than that.

Res.: Is there anything else you'd like to tell me about the picture?

Child: No.

Child: Jesse Galegas  
 School: Jefferson  
 Father's Occupation: Welfare  
 Mother's Occupation: Housewife  
 Age: 10  
 Sex: Male  
 Race: Mexican-American  
 Family Size: 9  
 Parents at Home: Both  
 Educational Level of Father: Sixth grade  
 Educational Level of Mother: High school graduate

Description of Behavior:

Picture Number One (Negative)

Res.: Tell me what's happening in this picture, Jesse.

Child: Something's happened with the boy and the girl. I think the boy hit the girl. Or something like that and the girl went to tell the teacher. It looks like the teacher's mad.

Res.: What else can you tell me about the teacher? What might she be saying?

Child: I don't know.

Res.: Anything else you can tell me about this picture?

Child: I really didn't mind being out for recess or something like that.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: That teacher, she's like telling that boy to read or something. To read that book.

Res.: What else is she doing?

Child: It looks like she's talking or reading the book or something.

Res.: What kind of person do you think she is?

Child: In what way?

Res.: Well, what kind of teacher do you think she'd be like?

Child: Nice or like that? Nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: It looks like that girl is waiting for her turn or something.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: It looks like he won't do his work and she's coming over to his desk to tell him to get to work.

Res.: Is there anything else about the picture you'd like to tell me?

Child: He looks like he's mad.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: The lady, the teacher looks like she's scolding the little girl.

Res.: What's she scolding her for?

Child: Doing something wrong.

Res.: All right, is there anything else about the picture you'd like to tell me?

Child: The teacher's got her by the arm and she looking down at her arm.

She's not looking at the teacher.

Picture Number Five (Negative)

Res.: Tell me what's happening in this picture.

Child: The boy's playing, not doing his work.

Res.: What's the teacher doing?

Child: She's talking to the boy.

Res.: What's she telling him?

Child: I think she's telling him to get to work and stop messing around.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: It looks the boy got in trouble and the teacher made him stand up  
and tell what happened outside at recess.

Res.: Is there anything else about the picture you'd like to tell me?

Child: It looks like all three of these boys ganged up on one. I think.  
The teacher's mad, I think.

Picture Number Seven (Negative)

Res.: Tell me what's happening in this picture.

Child: That teacher's talking to the class and that boy's not paying  
attention to the teacher.

Res.: What kind of person do you think this teacher is?

Child: (pause) Nice?

Res.: Okay, is there anything else you'd like to tell me about this  
picture.

Child: The boy looks mad.

Res.: Why do you think he looks mad?

Child: Maybe he got in trouble, I think.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Negative)

Res.: Tell me what's happening in this picture.

Child: That teacher's telling that girl something she don't and she's  
over there like she don't understand the teacher.

Res.: What kind of a person do you think this teacher is?

Child: I don't know.

Res.: What kind do you think she might be? What kind of person?

Child: She might not be too nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: The lady's pointing with the pencil, something like that.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: Looks like the man, the teacher helping the girl on something she can't figure out.

Res.: Tell me what kind of person you think this teacher is.

Child: He might be nice.

Res.: Is there anything else about this teacher you'd like to tell me?

Child: Ya, the boys and girls are working.

Res.: Is that everything?

Child: Ya.

Horace Mann School

Child: Tony Anzures

School: Horace Mann

Father's Occupation: Computer

Mother's Occupation: Housewife

Age: 10

Sex: Male

Race: Caucasian

Family Size: 4

Parents at Home: Both--second father

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy and the girl been fighting, now they're trying to make up.

Res.: Tell me about the teacher. What kind of person is she?

Child: Old.

Res.: Anything else about her you can tell me?

Child: No.

Res.: What do you think she'd be like as a teacher?

Child: Nice.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: One of the boys is reading a book and the teacher's telling him about it.

Res.: Tell me what kind of person this teacher is.

Child: She looks nice, and that's all.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: One of the boys is reading a book when he's supposed to be doing some work and the teacher's telling him to do some.

Res.: What do you think she's talking to him about?

Child: His work.

Res.: What do you think she might be saying?

Child: That if he don't do his work he'll have to go to the principal.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: That girl's not doing nothing and that teacher's trying to get her to write.

Res.: What kind of person do you think this teacher is?

Child: Nice. Old.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five

Didn't record.

Picture Number Six (Neutral)

Res.: Tell me what's happening in this picture.

Child: The four boys probably have been bad, so they have to go out in the hall and talk and then everybody else is doing their work. The teacher's talking to them.

Res.: What do you think she might be saying to them?

Child: Probably what they did and stuff.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher's talking to the class and one of the girls isn't paying attention.

Res.: What kind of person do you think this teacher is?

Child: Nice.

Res.: Anything else about the picture you'd like to tell me?

Child: (Silent)

Picture Number Eight (Neutral)

Res.: Tell me what's happening in this picture.

Child: The girl is not doing what she's supposed to and she's talking to her.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: The girl probably didn't know how to do her work and the teacher is telling her.

Res.: What kind of person do you think he is?

Child: He looks sort of nice.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Child: Kelly Capener

School: Horace Mann

Father's Occupation: Mechanic

Mother's Occupation: Saleswoman

Age: 9

Sex: Male

Race: Caucasian

Family Size: 6

Parents at Home: Both

Educational Level of Father: High school graduate

Educational Level of Mother: High school graduate

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy and girl was in a fight at school.

Res.: Tell me what kind of person this teacher is.

Child: A teacher that tries to help out in fights and things.

Res.: Is there anything else you can tell me about the picture?

Child: They're in school.



Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're reading a book, I think. Ya.

Res.: Tell me what kind of a person this teacher is.

Child: A reading teacher.

Res.: What would she be like as a teacher?

Child: I don't know.

Res.: What do you think she might be like?

Child: Nice, I don't know.

Res.: Is there anything else about the picture you'd like to tell me?

Child: They're in school, they might not be in school. I don't know.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: The little boy don't know how to do his work. He's sitting and the teacher's trying to help out.

Res.: Is there anything else about the picture you'd like to tell me?

Child: All the boys and girls know how to do it but that one boy, he's just sitting there.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: The lady is talking to the girl.

Res.: What's she talking to the girl about?

Child: I don't know.

Res.: Maybe you can make up something she might be saying to that girl.

Child: Maybe the girl's sad or unhappy, something like that and she's trying to cheer her up.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture, Kelly.

Child: The boy has something in his hand. I don't know what it is.

The lady's talking to him in the house in spring or something; summer.

Res.: Tell me what kind of person you think she is.

Child: I don't know.

Res.: What do you think she'd be like as a teacher?

Child: She'd be nice.

Res.: Okay. Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: Maybe those boys are late for school and the teacher's asking them why. They're trying to think, make up something maybe just tried to be goofing off on the way to school.

Res.: What do you think she might be saying to the boys?

Child: Try not to be late next time.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher's writing stuff down on the chalkboard and the boys just ignoring her again. I don't know.

Res.: What kind of a person do you think this teacher is?

Child: I don't know.

Res.: What kind do you think she'd be if she were your teacher?

Child: I don't know.

Res.: What kind of teacher does she look like?

Child: A nice one, I mean helpful.

Res.: Is there anything else you'd like to tell me about this picture?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: Probably the girl don't know how to do her work and the teacher's trying to help her out and she still don't understand it.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture?

Child: Probably something like she don't know how to do her work and she's trying to explain it to her, something like that. He might be talking to her, she might be sad and he's trying to cheer her up and ask her what happened 'cause she's sad.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Child: Roger Cragun

School: Horace Mann

Father's Occupation: Baker

Mother's Occupation: IRS - tax returns

Age: 10

Sex: Male  
 Race: Caucasian  
 Family Size: 8  
 Parents at Home: Both  
 Educational Level of Father: High school graduate  
 Educational Level of Mother: High school graduate

Description of Behavior:

Picture Number One (Positive)

Ees.: Tell what's happening in this picture.

Child: It looks like they're mad at each other and the teacher's trying to get them to make up to each other.

Ees.: What kind of person do you think this teacher is?

Child: (Not clear)

Ees.: A what?

Child: A lady.

Ees.: What would she be like as a teacher?

Child: I guess a nice one.

Ees.: Anything else about the picture you'd like to tell me?

Picture Number Two (Positive)

Ees.: Tell me what's happening in this picture.

Child: They're looking in a book and one girl has a book under her chin and the other girl's holding something. The little boy's reading something.

Ees.: Tell me what kind of person this teacher is.

Child: A nice one.

Ees.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Ees.: Tell me what's happening in this picture.

Child: The boy's staring at somebody

Ees.: What do you think the teacher's doing?

Child: Talking to him.

Ees.: What do you think she's talking to him about?

Child: Something that he done.

Ees.: What do you think he did?

Child: Probably fighting with somebody.

Ees.: What kind of a person do you think she is?

Child: A nice one.

Ees.: Anything else about the picture you'd like to tell me?

Child: He's sitting at his desk.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher's whispering in the little girl's ear.

Res.: What do you think she's saying to the girl?

Child: Go tell so and so to come here.

Res.: What kind of a person do you think this teacher is?

Child: A good one.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The little boy is eating.

Res.: What else is happening?

Child: The teacher's looking at him, telling him something.

Res.: What do you think she's telling him?

Child: Hoe come you're not eating in the lunch room?

Res.: What kind of a person do you think this teacher is?

Child: A good one.

Res.: Anything else about the picture you'd like to tell me?

Child: Out the window there's a tree.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: The boys are leaning against the wall, waiting for their turn or something. The teacher's telling them something and they have to answer questions.

Res.: What kind of person do you think this teacher is?

Child: A nice one.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher's telling the class something and the boy isn't listening.

Res.: What kind of a person do you think this person is?

Child: A nice one.

Res.: Is there anything else about this picture you'd like to tell me?

Child: Heis probably talking to somebody.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The girl's mad at something.

Res.: Tell me what kind of person this teacher is.

Child: A nice one.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher's talking to the girl.

Res.: What's he talking to her about?

Child: About her work.

Res.: What kind of a person do you think he is?

Child: A good one.

Res.: Anything else about the picture you'd like to tell me?

Child: Steven Garner

School: Horace Mann

Father's Occupation: Computer programmer

Mother's Occupation: Job Corp

Age: 10

Sex: Male

Race: Caucasian

Family Size: 5

Parents at Home: Both

Educational Level of Father: College graduate

Educational Level of Mother: College graduate

Description of Behavior:

Picture Number One (Positive)

Res.: What can you tell me about this picture?

Child: Some boys and girls are staring at each other. Making faces.  
They're in a classroom. Nothing else.

Res.: Can you tell me what kind of person this teacher is?

Child: An old person.

Res.: What kind of person would she be?

Child: A nice one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're playing instruments. The teacher's not so old.  
There's two girls and one boy.

Res.: What kind of person do you think this teacher is?

Child: Nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: The boy got in trouble.

Res.: What do you think the teacher is doing?

Child: Scholding him.

Res.: Anything else about the picture you'd like to tell me?

Child: They're studying. That's all.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: The teacher's holding the girl. Talking to her.

Res.: What do you think she's talking to her about?

Child: Avout if she did something wrong.

Res.: What kind of a person do you think this teacher would be?

Child: A nice person.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy's making a model.

Res.: Tell me what kind of person this teacher is.

Child: An old person.

Res.: What would she be like as a teacher?

Child: Nice.

Res.: Is there anything else about the teacher you'd like to tell me?

Child: No.

Picture Number Six (Neutral)

Res.: Tell me what's happening in this picture.

Child: The teacher is sending some boys out of the room.

Res.: Why did she send them out of the room?

Child: They were naughty.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: A teacher is giving a lesson.

Res.: What kind of person is this teacher?

Child: Nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is helping the girl.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is helping the girl.

Res.: What do you think he is helping her with?

Child: Her work.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Child: Ronnie Jackson

School: Horace Mann

Father's Occupation: Hill Field

Mother's Occupation: Housewife

Age: 9

Sex: Male

Race: Caucasian

Family Size: 7

Parents at Home: Both

Educational Level of Father: College 2 years

Educational Level of Mother: College 2 years

## Description of Behavior:

Picture Number One (Negative)

Res.: Tell me what's happening in this picture, Ronnie.

Child: They're mad at each other.

Res.: Tell me what kind of person this teacher is.

Child: An old lady.

Res.: What would she be like as a teacher?

Child: A mean one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: Nope.

Picture Number Two (Negative)

Res.: Tell me what's happening in this picture.

Child: They're looking at a book.

Res.: Tell me what kind of person this teacher is.

Child: She looks like she'd send you to the principal.

Res.: Would you like to have her for a teacher?

Child: Nope. I'd rather have a man teacher.

Res.: Is there anything else about this picture you could tell me?

Child: Nope.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: The teacher is talking to a boy that's been naughty.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: I don't know. She's talking to that girl.

Res.: What do you think she's talking to her about?

Child: I don't know.

Res.: What do you think she might be saying.

Child: To start working and quit playing around.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: What do you think is happening in this picture?

Child: The boy is playing and the teacher wants him to start working.

Res.: What kind of a person do you think this teacher is?

Child: She'd be okay. I had a teacher like her.

Picture Number Six (Positive)

Res.: What's happening in this picture?

Child: There might of been a fight and she's asking some stuff like if they were in the fight, asking what happened and stuff like that.

Res.: What kind of person do you think this teacher is?

Child: She'd be good.

Res.: Anything else about this picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: He's playing around and she's talking and he's not listening to what she's saying.

Res.: What kind of person do you think this teacher is?

Child: Nice.

Pictures Number Eight and Nine

Didn't record.



Child: Robert McKinley  
 School: Horace Mann  
 Father's Occupation: Government in Salt Lake City  
 Mother's Occupation: Housewife  
 Age: 9  
 Sex: Male  
 Race: Caucasian  
 Family Size: 5  
 Parents at Home: Both  
 Educational Level of Father: Went to college  
 Educational Level of Mother: High school graduate

Descreption of Behavior:

Picture Number One (Negative)

Res.: Tell me what's happening in this picture, Robert.

Child: The boy is talking to the girl or else they got mad at each other.

Res.: Tell me what kind of person this teacher is.

Child: A school teacher.

Res.: What would she be like as a teacher?

Child: Old.

Res.: What else would she be like?

Child: Kind of mean.

Res.: Anything else about the teacher you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're reading out of a book.

Res.: Tell me what kind of person this teacher is.

Child: A nice teacher and a young teacher.

Res.: Anything else you'd like to tell me about the picture?

Child: No.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: They're working and the girl leans back to talk.

Res.: This is the teacher right here.

Child: The teacher got mad at the little boy 'cause he didn't do his work.

Res.: Is there anything else about the picture you'd like to tell me?

Child: All the rest are studying and he isn't.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: The girl got hurt.

Res.: What is the teacher doing?

Child: It looks like she's saying something to her.

Res.: What do you think she might be saying to her?

Child: Like if she got hurt real bad, like if she broke her arm or something,  
her mom would come down and get her.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy's playing with an airplane. And it's a nice sunny day,  
and he's sitting down on a chair.

Res.: Tell me what kind of person this teacher is.

Child: An old teacher.

Res.: What would she be like as a teacher?

Child: Maybe nice.

Res.: Anything else you'd like to tell me about the picture?

Child: No.

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: He did something wrong so he had to go sit in the hall and she's  
giving him more homework to do.

Res.: What kind of person is this teacher?

Child: An old, old teacher.

Res.: What would she be like as a teacher?

Child: Mean.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: They're going to gym; they're doing exercises.

Res.: Tell me what kind of person this teacher is.

Child: A young teacher.

Res.: What would she be like as a teacher?

Child: mmm Nice.

Res.: Is there something else you'd like to tell me about the picture?

Child: No.

Picture Number Eight (Negative)

Res.: Tell me what's happening in this picture.

Child: The teacher's talking to her, she didn't do her homework.

Res.: What do you think the teacher is saying to her?

Child: You better get your homework done up, you'll get a bad score  
in my book, record book.

Res.: Is there anything else about the picture you'd like to tell me?  
 Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.  
 Child: The man's talking to the girl and she's thinking about it.  
 Res.: What's he saying to her?  
 Child: To get your homework done real fast.  
 Res.: What kind of person is this teacher?  
 Child: A man teacher.  
 Res.: What would he be like as a teacher?  
 Child: Kind of nice.  
 Res.: There anything else about the picture you'd like to tell me?  
 Child: No.

Child: Chuck Palmer  
 School: Horace Mann  
 Father's Occupation: Hill Field  
 Mother's Occupation: Housewife  
 Age: 9  
 Sex: Male  
 Race: Caucasian  
 Family Size: 7  
 Parents at Home: Both  
 Educational Level of Father: Didn't know  
 Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.  
 Child: It looks like an argument and the teacher's settling it.  
 Res.: What do you think she's saying?  
 Child: I don't know.  
 Res.: What kind of person do you think this teacher is?  
 Child: Nice.  
 Res.: Is there anything else about the picture you'd like to tell me?  
 Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture?  
 Child: They're looking at a book and reading it at the library.  
 Res.: Tell me what kind of person this teacher is.  
 Child: Librarian.

Res.: What would she be like as a teacher?

Child: She helps ya get your things done like reports.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is talking to the boy.

Res.: What is she talking to him about?

Child: School work.

Res.: What do you think she's saying to him?

Child: I don't know.

Res.: What would this teacher be like? What kind of person would she be?

Child: Nice.

Res.: Is there anything else about the teacher you can tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is talking to the girl.

Res.: What's she talking to her about?

Child: The program.

Res.: What kind of person do you think this teacher is?

Child: Nice.

Res.: Is there anything else about this picture you can tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me about this picture.

Child: The teacher is telling the boy about playing with toys during school.

Res.: What kind of person do you think this teacher is?

Child: A good one.

Res.: Anything else about the picture you can tell me?

Child: No.

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: The teacher is talking to the boys.

Res.: What's she saying to them.

Child: I think talking to them about misbehavior.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Neutral)

Res.: Tell me what's happening in this picture.

Child: It looks like they're at the gym.

Res.: What kind of teacher is this?

Child: A little one.

Res.: Is there anything else about the teacher you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The girl is thinking.

Res.: Tell me what kind of person this teacher is.

Child: A helpful.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: He's helping her with her work.

Res.: What kind of person do you think this teacher is?

Child: One that would help you when you needed it.

Child: Barbara Todd

School: Horace Mann

Father's Occupation: Barber

Mother's Occupation: Teacher

Age: 10

Sex: Female

Race: Caucasian

Family Size: 5

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: College graduate

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what happened in this picture, Barbara.

Child: Well, it looks like the girl got hit or something like that.

She's trying to find out why he did it or something like that.

Res: Tell me what kind of person this teacher is.

Child: I can't really tell.

Res.: What do you think she'd be like as a teacher.

Child: A pretty good teacher. Teach you a lot.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture?

Child: They're looking at a scrapbook or a book.

Res.: What kind of person would this teacher be like?

Child: Nice, and pretty.

Res.: Anything else about this picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: What can you tell me about this picture?

Child: The teacher is trying to explain how to do what ever it is he's doing.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: I don't know.

Res.: What do you think might be happening?

Child: She just got hurt.

Res.: What's the teacher doing?

Child: Fixing the wound.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Neutral)

Res.: Tell me what's happening in this picture, Barbara.

Child: The boy is playing with some toys when he's not supposed to.

Res.: Tell me about the teacher.

Child: She's trying to tell him not to and she looks like she'd be a pretty strict teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: They got sent out for talking and the teacher is trying to get them so they'll talk to her and tell them not to talk in class.

Res.: What kind of teacher do you think she'd be?

Child: A nice teacher. But strict.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is trying to give a lesson and the boy is not paying attention.

Res.: Tell me what kind of person this teacher is.

Child: A nice teacher.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: This girl doesn't understand what ever it is the teacher is trying to tell her.

Res.: What do you think the teacher is trying to do?

Child: Help her understand.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: It looks like the same thing; the girl can't figure out what to do.

Res.: What's the teacher doing?

Child: Trying to help the girl understand it.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Child: Kari Price

School: Horace Mann

Father's Occupation: Auditor in Capitol Bldg., Salt Lake City

Mother's Occupation: Babysits in home

Age: 10

Sex: Female

Race: Caucasian

Family Size: 5

Parents at Home: Both

Educational Level of Father: Went to college

Educational Level of Mother: 2 years college

## Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: There's some trouble and the teacher is straightening it out.

Res.: What kind of person do you think this teacher is?

Child: A good one, helps you with your problems.

Res.: Is there anything else about the picture you'd like to tell me?

Child: There's a boy and a girl and they're looking at each other.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher might be explaining something.

Res.: What kind of person do you think she is?

Child: Helpful.

Res.: Is there anything else you'd like to tell me?

Child: I don't know.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is talking to the boy.

Res.: What's she talking to him about?

Child: Reading his book. He's reading it.

Res.: What do you think she might be saying?

Child: You enjoying the book?

Res.: Is there anything else about the picture you'd like to tell me?

Child: The other students are reading too.

Picture Number Four (Negative)

Res.: Tell me what's happening in this picture.

Child: The teacher might be correcting the girl.

Res.: What do you think she might be saying to her?

Child: That was wrong.

Res.: Anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy's studying and the teacher's telling him more about it that he didn't know.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture, Kari.

Child: The teacher might be trying to find out information about the boys.

Res.: What kind of information?

Child: How old they are and where they live and their names.

Res.: What kind of person do you think this teacher is?



Child: Nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is standing in front of the room explaining something maybe, or telling something maybe and the boy is looking around the room.

Res.: Tell me what kind of person you think this teacher is. What kind of teacher would she be like?

Child: Happy.

Res.: What kind of teacher would she be like?

Child: She might be understanding.

Res.: Is there anything else about this picture you'd like to tell me.

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: This student doesn't understand something and the teacher is helping. The teacher's explaining it.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is talking to the student.

Res.: What's he talking to her about?

Child: Her work.

Res.: What's he saying about her work?

Child: It's pretty good.

Res.: What kind of person do you think this teacher is?

Child: Understanding.

Res.: Is there anything else you'd like to tell me? Okay.

Child: Kathy Browning

School: Horace Mann

Father's Occupation: Railroad switchman

Mother's Occupation: Ogden Depot

Age: 10

Sex: Female

Race: Caucasian

Family Size: 6

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: These two kids have been bad and they're trying to make up.

Res.: What is the teacher doing?

Child: She's telling them to apologize to each other.

Res.: What of person do you think this teacher is?

Child: A nice teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is having the kids read to her so they'll get the big words and be able to read real good.

Res.: Tell me what kind of person this teacher is.

Child: A reading teacher.

Res.: What would she be like as a teacher?

Child: Nice. I don't know.

Res.: What do you think she might be like?

Child: She'd be real nice and kind.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy, he's trying to read; it's his turn to read and he can't read very well and the teacher is trying to get him to read.

Res.: What do you think she's saying to him?

Child: I don't know.

Res.: What kind of person do you think this teacher is?

Child: A teacher that will help the students and---

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: This little girl, this girl went home because she got sick.

Res.: This is the teacher, right here.

Child: Oh. The teacher came up and ask her if she felt better.

Res.: What kind of person do you think this teacher is?

Child: A real nice teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: He has been bad and the teacher is talking to him and to see if what he done was true.

Res.: What kind of person is this teacher?

Child: Real nice and honest.

Res.: Anything else about this picture you can tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: The boys did something bad and teacher took them into another room to talk to them to ask them if what they did wrong was really wrong.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is with the boy, he's talking to his friends and not listening to the teacher.

Res.: What kind of person is this teacher.

Child: A real nice one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Neutral)

Res.: Tell me what's happening in this picture.

Child: The girl's not working. She's just sitting there watching everybody else and the teacher is trying to ask her to get to work.

Res.: What do you think she's saying to her?

Child: You better get to work or else--

Res.: What kind of person do you think this teacher is?

Child: An honest teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: There's a man teacher and the girl doesn't want to work. Anyway, she can't figure it out and the teacher's trying to help her and she just won't listen.

Res.: Tell me what kind of person this teacher is.

Child: A real nice one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Child: Mignon Field

School: Horace Mann

Father's Occupation: American Oil Company

Mother's Occupation: American Oil Company

Age: 10

Sex: Female

Race: Caucasian

Family Size: 5

Parents at Home: Both

Educational Level of Father: College

Educational Level of Mother: Didn't know

#### Description of Behavior:

##### Picture Number One (Positive)

Res.: Tell me what's happening in this picture, Mignon.

Child: The teacher is asking the children some questions.

Res.: What do you think she's asking them?

Child: She's telling them to make up 'cause they got in a fight or something and the boy has to tell the girl he's sorry and the girl has to tell the boy she's sorry.

Res.: What kind of person do you think this teacher is?

Child: She's a nice teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

##### Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is showing the children how to read and they're looking at the picture.

Res.: What kind of person do you think this teacher is?

Child: She's a nice teacher and she tries to help the children learn to read.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

##### Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is probably telling the children what's happening in the story.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: The lady is telling her a secret to make her happy.

Res.: What kind of person do you think this teacher is?

Child: A helpful person.

Res.: Is there anything else about this picture you'd like to tell me?

Child: That's all.

Picture Number Five (Positive)

Res.: Tell me what's happening in the picture.

Child: The boy is playing with an airplane and the teacher is coming over maybe to tell him if he read some books it might help him more than just playing with an airplane.

Res.: What kind of person do you think this teacher is?

Child: She tries to tell him not to play; to spend his time like to read.

Res.: What do you think she might be like as a teacher?

Child: A very helpful, nice teacher.

Res.: Anything else you'd like to tell me about this picture?

Child: No.

Picture Number Six (Positive)

Res.: What can you tell me about this picture?

Child: She might be reading these kids a story.

Res.: Tell me what kind of person this teacher is.

Child: Well, she's a helpful teacher and she's nice.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what is happening in this picture?

Child: The teacher is trying to talk and teach the children something and the little boy might be looking at something else.

Res.: What kind of person do you think this teacher is?

Child: She wants the children to learn so they can answer questions and pay attention to her.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is or the mother is trying to help a child get the answer and help her understand, the child is listening; she wants to get the answer.

Res.: What kind of person do you think this teacher is?

Child: The teacher wants the child to learn how to do it and she doesn't want to tell the child the answer right off. She wants the child to know how to do it, to learn how to do it right and get the right answer.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: Maybe that man teacher is doing that problem or word and she might not know what the word is and he's explaining what the word means. And maybe it's in the library, he might be telling her what books to check out and how to check out books.

Res.: What kind of person do you think this teacher is?

Child: He wants her to know how to check out books, to help her get an answer and that. He's a librarian or teacher.

Child: Shezelle Thurstonsen

School: Horace Mann

Father's Occupation: Teaches school

Mother's Occupation: Housewife

Age: 9

Sex: Female

Race: Caucasian

Family Size: 5

Parents at Home: Both

Educational Level of Father: College graduate

Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture. (Silent) What do you think is happening here?

Child: They're at school and the teacher is reading to them.

Res.: Is there anything else you'd like to tell me.

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is reading to the children and they're in the school class.

Res.: Tell me what kind of person this teacher is.

Child: Helpful.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: They're working and the boy can't say this word so the teacher is helping him.

Res.: Tell me what kind of person this teacher is.

Child: Helpful.

Res.: Is there anything else you'd like to tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is telling her something.

Res.: What do you think the teacher is telling her?

Child: (Not clear.)

Res.: What kind of person do you think this teacher is?

Child: Helpful.

Res.: Is there anything else you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: That's school and he's sitting down playing with his model airplane and the teacher comes over telling him something.

Res.: What do you think she's telling him?

Child: To do his work instead of playing.

Res.: What kind of person do you think this teacher is?

Child: Nive.

Res.: Is there anything else you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher has them all lined up to see if they're tardy and to take score and that.

Res.: What do you think she might be saying to them?

Child: Did you study last night?

Res.: What kind of person do you think this teacher is?

Child: One that cares about people.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: They're at school and the teacher's trying to tell the boy something and the boy doesn't pay attention to her.

Res.: Tell me what kind of person this teacher is.

Child: One that tries to help 'em.

Res.: Anything else about this picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Okay, tell me what's happening in this picture.

Child: That teacher came over to the girls' desk 'cause she did something wrong and she's sad.

Res.: What did she do wrong? What do you think the teacher is saying to the girl?

Child: How come ya did it?

Res.: What kind of person do you think this teacher is?

Child: She tries to help 'em out when they're doing something wrong.

Res.: Is there anything else you'd like to tell me about the picture?

Picture Number Nine (Positive)

Res.: Okay, tell me what's happening in this picture.

Child: Same thing.

Res.: What's the teacher doing?

Child: Scolding. She might be helping.

Res.: What kind of person do you think this teacher is?

Child: One that cares for you.

Res.: Is there anything else about the picture you'd like to tell me?

Child: Ann Ferrin

School: Horace Mann

Father's Occupation: Professor at Weber

Mother's Occupation: Housewife

Age: 10

Sex: Female

Race: Caucasian

Family Size: 6

Parents at Home: Both

Educational Level of Father: College

Educational Level of Mother: Went to college



## Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture, Ann.

Child: Well, this boy is apologizing to that little girl that he's hurt.

Res.: Tell me what kind of person you think this teacher is.

Child: She's the one that helps them be nice and teaches them.

Res.: What do you think she would be like as a teacher?

Child: I think she'd be a pretty good teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: Well the girl is real sad 'cause the boy hurt her or something.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're looking at a book and reading.

Res.: Tell me what kind of person this teacher is.

Child: Well she teaches you how to read and she's real nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture, Ann.

Child: Well, some boys are studying.

Res.: This is the teacher right here.

Child: And the teacher's helping them with their work.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me about this picture.

Child: Well, the teacher's trying to help the little girl and she feels bad.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The little boy's making something and---

Res.: What's the teacher doing?

Child: She's looking at the little house he's making.

Res.: What kind of person do you think this teacher is?

Child: Well, she teaches you how to do it and she's real understanding.

Res.: Is there anything else you'd like to tell me about the picture?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, she's talking to some boys and they're all quite sad.

Res.: What's she talking to them about?

Child: Be nice to other people.

Res.: What kind of person do you think this teacher is?

Child: Well, probably she does things right and teaches you so you won't do things wrong.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, the lady's teaching how to do something, guess he doesn't understand it or something.

Res.: What kind of person is this teacher?

Child: A nice one and she tries to help you.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, the girl doesn't know how to do something and the teacher's helping her. She's sad 'cause she don't know how to do it.

Res.: Tell me what kind of person this teacher is.

Child: A real helpful one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, the teacher's helping the little girl with her work 'cause she doesn't understand it.

Res.: What kind of person do you think he is?

Child: Well, a pretty nice one and a good one.

Res.: Is there anything else about this picture you'd like to tell me?  
Okay.

Child: Leesa Graves

School: Horace Mann

Father's Occupation: Music teacher

Mother's Occupation: Housewife

Age: 10

Sex: Female

Race: Caucasian  
 Family Size: 6  
 Parents at Home: Both  
 Educational Level of Father: Didn't know  
 Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture, Leesa.

Child: Well, either he's apologizing to her for something he did to her 'cause he looks like he's mad at her.

Res.: Tell me what kind of person this teacher is.

Child: Well, she's a little old, but nice. She looks like she's nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture?

Child: Well, the teacher looks like she's helping the boy and the other children are watching her help him so they can learn too.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: She's helping him with his math or something.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, it looks like the mother--

Res.: This is the teacher.

Child: Oh! The teacher's either helping her out or she's got a hurt and just sitting there.

Picture Number Five (Negative)

Res.: Tell me what's happening here.

Child: The boy's playing with the car and the teacher, she looks like she's scolding him.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, it looks like they're out in the hall and they have to answer some questions or something.

Res.: Tell me what kind of person this teacher is.

Child: She looks like she's nice.

Res.: What kind of questions do you think she'd ask?

Child: Ask questions about social studies and---

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: He doesn't have his eyes on the teacher. He looks like he's just off somewhere else.

Res.: Tell me what kind of person this teacher is.

Child: Like she's one that explains things.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture?

Child: It looks like she's bored with things.

Res.: What kind of person do you think this teacher is?

Child: A kind one.

Res.: What do you think she's doing?

Child: She's helping her with something.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: Looks like he's helping her with her work.

Res.: What kind of person do you think this teacher is?

Child: A nice one.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Child: Mike Driver

School: Horace Mann

Father's Occupation: Works in reserve

Mother's Occupation: Housewife

Age: 9

Sex: Male

Race: Caucasian  
 Family Size: 4  
 Parents at Home: Both  
 Educational Level of Father: Didn't know  
 Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture, Mike.  
 Child: Well, they must be talking to each other about something.  
 Res.: What do you think the teacher might be saying?  
 Child: Well, she might be explaining something.  
 Res.: What kind of person is this teacher?  
 Child: She looks like she'd be pretty nice.  
 Res.: Is there anything else about this picture you'd like to tell me?  
 Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.  
 Child: They're looking at something in a book.  
 Res.: Tell me what kind of person this teacher is.  
 Child: Well, she must be pretty young.  
 Res.: What would she be like as a teacher?  
 Child: Nice.  
 Res.: Is there anything else about this picture you'd like to tell me?  
 Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.  
 Child: They're discussing something.  
 Res.: What do you think they're talking about?  
 Child: Something they're working on.  
 Res.: What kind of person do you think this teacher is?  
 Child: Well, she looks like she could explain things pretty good.  
 Res.: What would she be like as a teacher?  
 Child: If you had any questions she'd probably answer it.  
 Res.: Is there anything else about the picture you'd like to tell me?  
 Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.  
 Child: Well, the girl must of got hurt or don't feel good or something  
           'cause she's talking to her.

Res.: What kind of person do you think this teacher would be like?  
 Child: Well, she looks like she might be like the other one. Nice.  
 Res.: Is there anything else about the picture you'd like to tell me?  
 Child: No.

Picture Number Five (Neutral)

Res.: Tell me what's happening in this picture.  
 Child: They're working on something. It looks like he has something in his hand.  
 Res.: What's the teacher doing?  
 Child: I think she's talking to him; probably about the thing in his hand.  
 Res.: Is there anything else about this picture you'd like to tell me?  
 Child: No.

Picture Number Six (Neutral)

Res.: Tell me what is happening in this picture?  
 Child: Well, they may have been bad and got sent out of the room and she's asking them why they did what they did.  
 Res.: All right.  
 Child: Maybe they just could of been coming in the room to ask her something.  
 Res.: Is there anything else you'd like to tell me about this picture?  
 Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.  
 Child: Well, it looks like she might be telling something about what she's written on the blackboard and he's looking off at something.  
 Res.: What kind of person do you think this teacher is.  
 Child: She'd probably be the kind that would rule a lot and explain it if you didn't understand it.  
 Res.: Is there anything else you'd like to tell me about this picture?  
 Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.  
 Child: Oh, the teacher must be explaining something and she's looking kind of bored.  
 Res.: What kind of person do you think this teacher is?  
 Child: Well, to her she might be kind of boring but she may be just a good teacher.  
 Res.: Anything else you'd like to tell me about this picture?  
 Child: She may be kind of strict and want you to do the right thing.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, he's explaining something to her; something that she did on her paper. She has a pencil in her hand.

Res.: What kind of teacher would he be?

Child: He'd probably want his students to behave and all.

Res.: What kind of person do you think he is?

Child: Well, once in a while he may get mad and that's just the way some of them are.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Child: Drex Carter

School: Horace Mann

Father's Occupation: Goes to college

Mother's Occupation: Weber music teacher

Age: 10

Sex: Male

Race: Caucasian

Family Size: 6

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, it looks like they got in a fight or something and they're trying to find out what started it.

Res.: Tell me what kind of person you think this teacher is.

Child: A concerned teacher.

Res.: What else can you tell me about her?

Child: I don't know.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: It looks like they're looking at a book while she's reading a story.

Res.: What kind of person do you think this teacher is?

Child: A helpful teacher.

Res.: Is there anything else you can tell me about this picture?

Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: The children are working.

Res.: Tell me what the teacher is doing.

Child: She's helping this boy with his work.

Res.: Is there anything else you'd like to tell me about this picture?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: I don't know.

Res.: Tell me what you think the teacher is doing.

Child: Telling her something.

Res.: What do you think she might be saying?

Child: She's telling her a secret.

Res.: What kind of a person do you think this teacher is?

Child: A nice teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy is making an airplane.

Res.: What's the teacher doing?

Child: Helping him.

Res.: Tell me what kind of person you think this teacher is.

Child: She likes to help people.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy is out there for doing something wrong.

Res.: What's the teacher doing?

Child: She's telling him something.

Res.: What do you think she might be saying to him?

Child: About how important school is.

Res.: Tell me what she'd be like as a teacher.

Child: She'd be interested in what the boys do.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what you think is happening in this picture.

Child: The boy is not listening to the teacher.



Res.: What kind of person do you think this teacher is?

Child: She likes to teach. And she likes all the children to listen.

Res.: What do you think she'd be like as a teacher?

Child: Concerned teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: This girl don't understand what the teacher's telling her.

Res.: Tell me what kind of person this teacher is.

Child: She wants to try to help the girl to learn.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is helping her with her work too.

Res.: What kind of a person is this teacher?

Child: She likes to help children.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Child: Paul Pavone

School: Horace Mann

Father's Occupation: Didn't know

Mother's Occupation: Utah Noodle Parlor

Age: 10

Sex: Male

Race: Caucasian

Family Size: 5

Parents at Home: Mother

Educational Level of Father: Went to college

Educational Level of Mother: One year of college

Description of Behavior:

Picture Number One (Negative)

Res.: Tell me what's happening in this picture, Paul.

Child: Well, it looks like this boy is beating up this girl and it looks like she's crying.

Res.: Tell me what the teacher is doing.

Child: She's scolding the boy, and making him say he's sorry.

Res.: What kind of person do you think this teacher is?

Child: Nice.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what you think is happening in this picture.

Child: The teacher is reading a book and the boy has the book and the teacher is reading it and the girls are listening to it.

Res.: Tell me what kind of person this teacher is.

Child: Nice.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: Tell what's happening in this picture.

Child: It looks like the boy got something wrong on his paper or he is reading and the teacher is saying something, but you can't do it. You'll need more practice.

Res.: What kind of person do you think this teacher is?

Child: A good teacher.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: Hum, she did something nice and it looks like a man and a woman. Well, the man's telling her that she's doing good.

Res.: Tell me what kind of person you think this teacher is.

Child: Nice. A good father.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: Well, he's asking her if he can go outside and play with his plane.

Res.: What's the teacher doing?

Child: She's looking outside to see if it's a nice day to play out.

Res.: What kind of person do you think this teacher is?

Child: Nice. Considerate.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: They're handing in their assignments and the teacher's saying if they could go in the classroom or not.

Res.: What kind of person is this teacher?

Child: A good teacher.

Res.: Is there anything else about this picture you'd like to tell me?

Child: Nope.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy is looking at somebody and the teacher is trying to give the lesson to the boys and girls.

Res.: What kind of a person is this teacher?

Child: A nice, nice teacher.

Res.: Is there anything else about this picture you'd like to tell me, Paul?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is trying to tell her something. She's probably day dreaming.

Res.: What do you think he's trying to tell her.

Child: That you better learn this by tomorrow because you're going to have a test.

Res.: What kind of person do you think this teacher is?

Child: A nice teacher.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Nine (Negative)

Res.: Tell me what's happening in this picture.

Child: The man is scolding the little girl.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Child: Kathy Soelberg

School: Horace Mann

Father's Occupation: School teacher

Mother's Occupation: IRS

Age: 9

Sex: Female

Race: Caucasian

Family Size: 5

Parents at Home: Both

Educational Level of Father: College graduate

Educational Level of Mother: Didn't know

## Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture, Kathy.

Child: The girl got mad at the boy and the school teacher is correcting them.

Res.: What kind of person is this teacher?

Child: Hum, what kind of person?

Res.: Yes. What would she be like as a teacher?

Child: What way? Nice or something? She'd be nice.

Res.: Is there anything else about this teacher you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is going through some pages with the boys and girls and what the pictures are.

Res.: Tell me what kind of person this teacher is.

Child: She has a lot of patience with them and she's nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: This boy is---Is that another boy?

Res.: That's the teacher.

Child: Oh. The teacher's telling him why he shouldn't have done that and, oh, like a punishment, what you would get for it.

Res.: What kind of person is this teacher?

Child: In one way she's, well, concerned for her boys and girls that she teaches. That's all I can think of. I can't think of anything else right now.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: The little girl might have fallen down and the teacher is making her feel better now. And she's crying a little bit and the teacher kind of hugs her and tells her not to cry.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy is playing with a toy, I guess, and the teacher is telling him not to play, and that he should be reading some of the books.

Res.: What kind of person is this teacher?

Child: She's kind of nice and trying to be patient with them and tell them not to do it and to tell them to do the right things. So she's kind of nice.

Picture Number Six (Negative)

Res.: Tell me what's happening in this picture.

Child: They were talking in school when they were supposed to be doing studying or something, or working, and they have to come out in the hall. They were supposed to be studying while the teacher was gone out. She takes them out in the hall and she's giving them what they should have studied and they can't think of it.

Res.: What kind of person do you think this teacher is?

Child: She's kind of mean with them, I think, because they weren't doing what they were supposed to; and the other children were and they can't get it now.

Res.: Okay. Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Seven (Negative)

Res.: Tell me what's happening in this picture.

Child: Well, the teacher is trying to give the lesson to the boys and girls and he's not listening to her. He's watching something else.

Res.: What kind of person do you think this teacher is?

Child: She wants her boys and girls to listen and she doesn't see him and probably when she calls on him, he won't know. Then she'll kind of get mad at him and she'll say, "why don't you?" And he'll say, "'cause I wasn't listening." She's kind of angry with him because he wasn't listening.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: Tell me what's happening in this picture.

Child: She can't do. She got in trouble for doing something 'cause she couldn't do it, and the teacher's helping her. And she's getting bored when the teacher is trying to help her.

Res.: Anything else about the picture you'd like to tell me?

Child: Well, the teacher is patient with her. She's just not listening very much.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: The girl can't do her work and he's helping her. And she's trying to think what it is. He's nice to her and that, and she's listening to him and does what he says. He's nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: The other boys and girls, they understand it and are doing it.

Child: Peggy Horspool

School: Horace Mann

Father's Occupation: Ogden Iron Works

Mother's Occupation: Housewife

Age: 9

Sex: Female

Race: Caucasian

Family Size: 10

Parents at Home: Both

Educational Level of Father: Didn't know

Educational Level of Mother: Didn't know

Description of Behavior:

Picture Number One (Positive)

Res.: Tell me what's happening in this picture.

Child: The boy and girl is having an argument and the teacher is trying to calm them down.

Res.: Tell me what kind of person this teacher is.

Child: A nice teacher.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Two (Positive)

Res.: Tell me what's happening in this picture.

Child: They're studying something.

Res.: What kind of person is this teacher?

Child: One that helps you a lot.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Three (Negative)

Res.: Tell me what's happening in this picture.

Child: The teacher is getting mad at the boy for doing something that was wrong.

Res.: Is there anything else about the picture you'd like to tell me? All right.

Picture Number Four (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is helping the little girl, she might be hurt or something.

Res.: What kind of person do you think this teacher is?

Child: A nice one that tries to help you a lot.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Five (Positive)

Res.: What's happening in this picture?

Child: The teacher is asking the boy what he's doing.

Res.: What kind of person is this teacher?

Child: One that's nice and helpful.

Res.: Is there anything else you can tell me about this picture?

Child: No.

Picture Number Six (Neutral)

Res.: Tell me what's happening in this picture.

Child: The teacher is talking to the kids, asking them why they been outside instead of in the classroom studying.

Res.: What do you think she's saying to them?

Child: "What were you guys doing outside?"

Res.: What kind of person do you think this teacher is?

Child: One that's nice.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is trying to give a lesson and the boy is not listening, he's just thinking of something to do. He's looking at someone else.

Res.: Tell me what kind of person you think this teacher is.

Child: One that helps you a lot.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Eight (Positive)

Res.: What's happening in this picture.

Child: The teacher is probably giving a lesson and the girl is just sitting there trying to listen but she can't 'cause there's probably a lot of noise in the classroom.

Res.: Tell me what kind of person this teacher is.

Child: A nice one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: The girl might be trying to study after the lesson; she can't think of something.

Picture Number Three (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher's explaining something to the students.

Res.: What kind of person do you think this teacher is?

Child: She teaches good things and tries to help the children understand it.

Res.: Is there anything else about this picture you'd like to tell me?

Child: No.

Picture Number Four (Negative)

Res.: Tell what's happening in this picture.

Child: The teacher is kind of mad at the child and she's shaking her.

Res.: Is there anything else you'd like to tell me about the picture?

Child: No.

Picture Number Five (Positive)

Res.: Tell me what's happening in this picture.

Child: The teacher is showing the child the flowers and the little things outside.

Res.: Tell me what kind of person this teacher is.

Child: She likes pretty parts of the world.

Res.: What would she be like as a teacher?

Child: Nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Six (Positive)

Res.: Tell me what's happening in this picture.

Child: She's like taking them outside and helping them read one by one.

Res.: Tell what kind of person is this teacher.

Child: She tries to be a good teacher to her students.

Res.: Is there anything else you'd like to tell me about this picture?

Child: No.

Picture Number Seven (Positive)

Res.: Tell me what's happening in this picture.

Child: He's trying to learn what the teacher is talking about.

Res.: Tell me what kind of person this teacher is.

Child: Sometimes he doesn't scold the children when they do things wrong.

Res.: What would she be like as a teacher?

Child: Real nice.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.



Picture Number Eight (Positive)

Res.: What's happening in this picture?

Child: The teacher is trying to explain things to her and she's listening real hard.

Res.: What kind of person is this teacher?

Child: A pretty good one.

Res.: Is there anything else about the picture you'd like to tell me?

Child: No.

Picture Number Nine (Positive)

Res.: Tell me what's happening in this picture.

Child: The girl is--didn't understand something and the teacher was explaining it just to her, 'cause the rest of the class knew how to do it.

Res.: Okay, is there anything else you'd like to tell me about the picture?

Child: No.

## VITA

Kathleen Thomas McDonald

Candidate for the Degree of

Master of Science

Thesis: Influence of Social Class on Children's Perception of Teachers

Major Field: Family and Child Development

Biographical Information:

Personal Data: Born in Malad, Idaho, May 6, 1945, daughter of Henry Ward Thomas and Helen Grace Roghoar Thomas. Married to James Bott McDonald, December 28, 1966, at Logan, Utah. Daughter born March 10, 1970.

Education: Attended elementary school in Malad, Idaho; graduated from Malad High School in 1963; received the Bachelor of Science degree from Utah State University, with a composite major in Child Development and Elementary Education, in 1967; completed requirements for the Master of Science degree in the field of Family and Child Development, at Utah State University in 1972.

Professional Experience: 1967-1969, Third Grade teacher in Linden, Indiana.